

Strategies to strengthen the teaching and learning of literacy and mathematics, including statistics, including numeracy (maths)



Webpage

www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/

Email for strategies

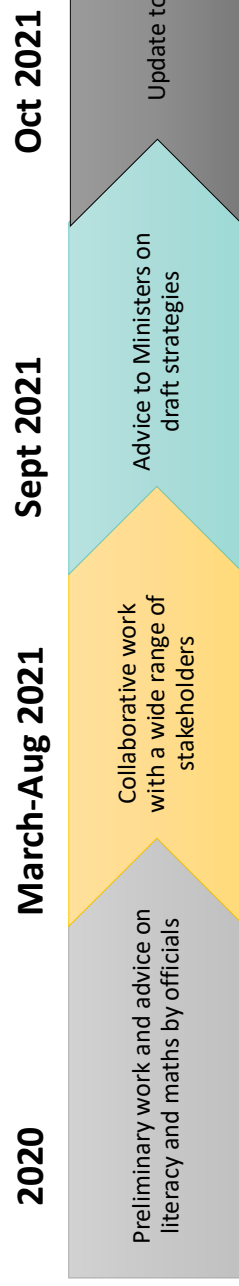
Literacy.maths@education.govt.nz



These priorities support conditions to help ākonga flourish



Timeline for Literacy and Maths strategy work



The NZC will be refreshed so it is bicultural and inclusive, clear and easy to use

All eight Learning Areas
will be refreshed

Potential Changes

Updated Framework
and Vision

A consistent
Understand, Know and
Do model in all learning
area statements

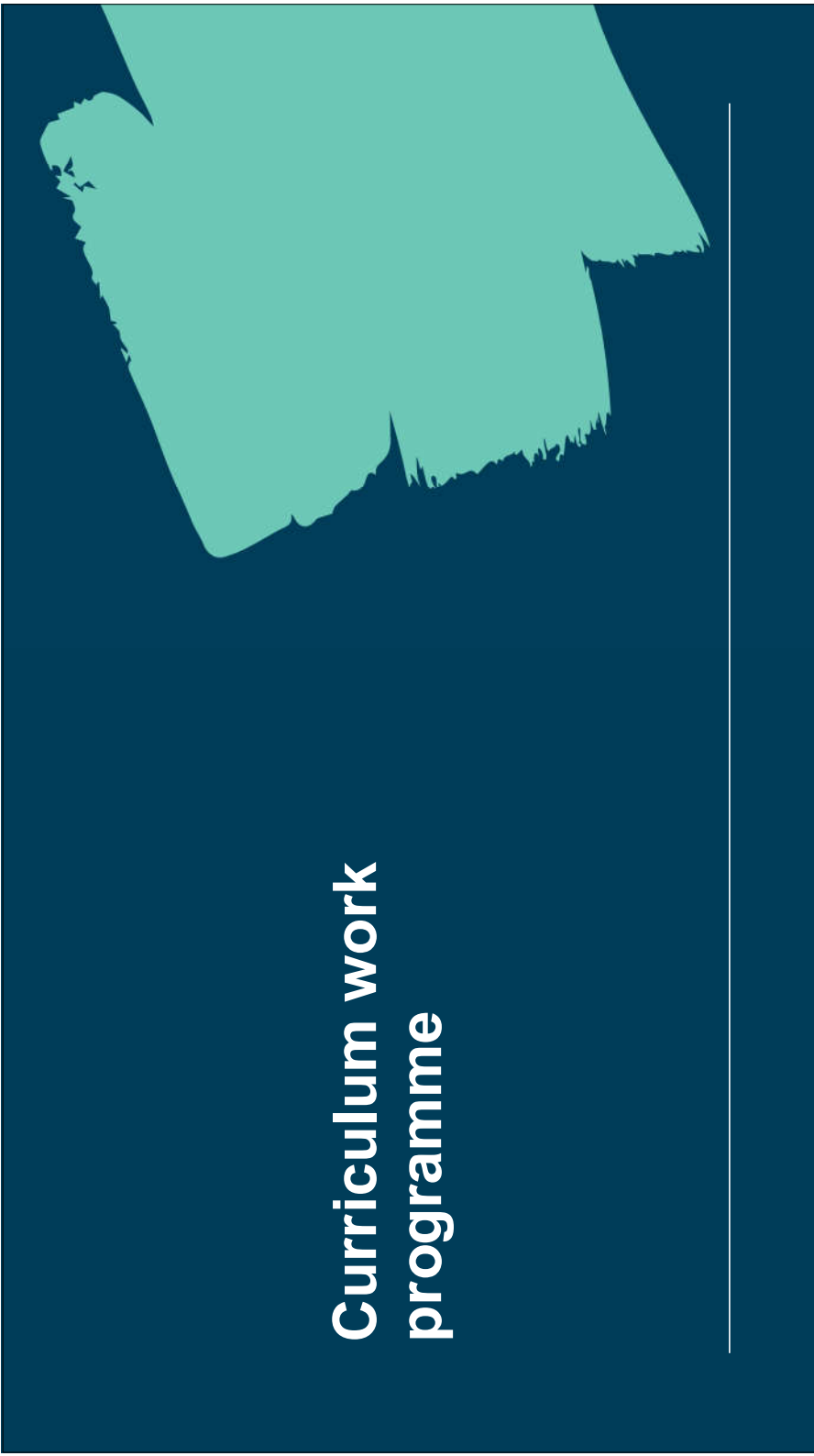
Curriculum Levels
redefined as a
Progression showing
Phases of Learning

Progress Outcomes
replace Achievement
Objectives

NZC accessible through
new Online Curriculum
Hub

Mātauranga Māori, key competencies, literacy & mathematics woven throughout

Curriculum work programme





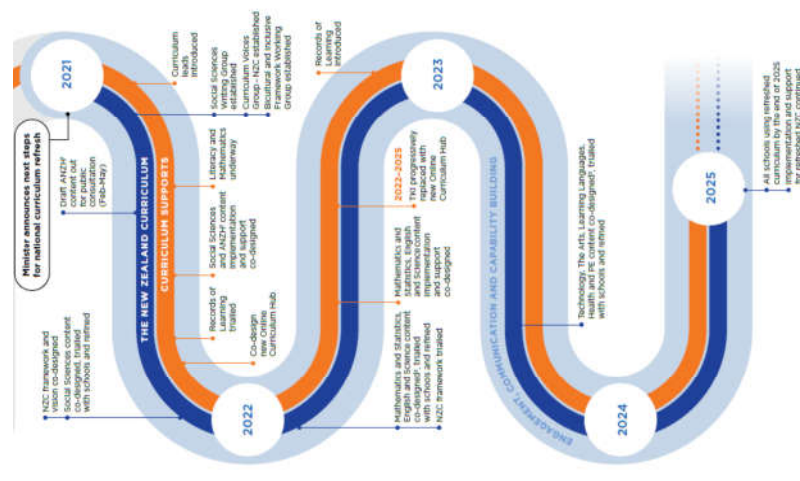
Our national curriculum for schooling is being refreshed

- **He mana tuakiri, he mana taurite, he mana mauri:** All ākonga have a right to learn, develop and make progress in the things that really matter to them now, and for their future.
- As we refresh the curriculum, we will be making sure it aligns to the National Education and Learning Priorities (NELP), meaning once implemented schools will be delivering on the teaching and learning aspects in the NELP.



The New Zealand Curriculum: staged refresh over 5 years

- 2021**
Social Sciences learning area updated, framework and vision refreshed
- 2022**
English, Mathematics and Statistics, Science learning area content refreshed
- 2023**
Health and PE, Learning Languages, Technology, The Arts, learning area content refreshed
- 2025**
All schools using refreshed curriculum by the end of 2025



And we have been looking at the evidence . . .

Approximately 40% of year 12 students with NCEA Level 2 were below the minimum level of adult literacy and numeracy competency

(Tertiary Education Commission – TEC) 2014



Equity and Wellbeing

- Evidence shows that in reading while many perform well against national and international benchmarks, an increasing number of learners are struggling, and achievement has dropped for all groups.
 - We have some of the largest variation in achievement when compared to other countries.
 - This wide variation starts early and persists along the pathway.
 - This variation shows a strong relationship between socio-economic disadvantage and achievement in New Zealand.
 - We know that lack of success can impact learners' wellbeing which can further affect their learning.
 - Teaching methods and strategies vary greatly across New Zealand classrooms.
 - We are also looking at Math and Statistics progress and achievement alongside this work.
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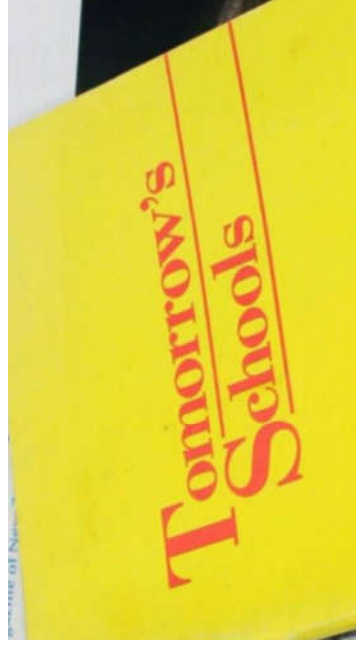
What has shaped the pathway we now stand on?

- Review of Tomorrow's Schools
- Kōrero Mātauranga | Education Conversation
- Curriculum, Progress and Achievement Ministerial Advisory Group and Reference Group

Me kōrero tātou!

What do you think about education?

#EdConvo18



We have been listening . . .

- Ākonga want to learn from a curriculum that is meaningful to them and their whānau. They want a stronger focus on wellbeing, identities, languages and cultures.
- Parents and whānau want more certainty about what their tamariki will learn in schools and kura.
- Teachers and parents want to be clear about what ākonga need to learn, their progress, strengths and the support they need.
- Much of what we have heard is expressed through the National Education and Learning Priorities (NELP).

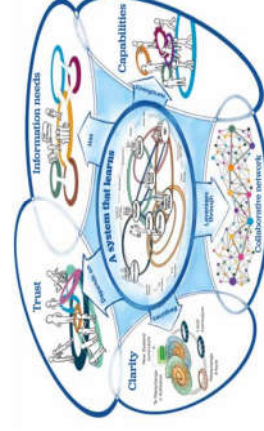


Figure 3. Creating a system that learns

**No matter where
you come from,
this is home**



*To tatou kainga.
He aha nga korero mona?*



Strengthening The New Zealand Curriculum and supporting system-wide success

Ministry of Education 2021

Our journey

