
From: Erica Stanford (MIN)

Sent: Wednesday, December 20, 2023 5:46 PM

To: [REDACTED]@auckland.ac.nz [REDACTED]@auckland.ac.nz>

Cc: [REDACTED]@education.govt.nz [REDACTED]@education.govt.nz>

Subject: [From the Office of Hon. Erica Stanford] MAG Appointment - Fiona Ell

Dear Fiona,

Please find attached a notice of appointment for the Ministerial Advisory Group and the relevant Terms of Reference.

Best regards,



Office of Hon. Erica Stanford

Minister of Education

Minister of Immigration

Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand



20 December 2023

Fiona Ell
[redacted]@auckland.ac.nz

Dear Fiona

Notice of appointment as a Member of the Ministerial Advisory Group to review the English and maths curricula for primary and intermediate school students

I am establishing a Ministerial Advisory Group (hereafter referred to as the Group) to advise if the content in the English and mathematics learning areas should be strengthened. This reflects the Government's priorities in its 100 Day Plan.

I am pleased to appoint you as a member of the Group. I set out the terms of appointment below.

Term

Your appointment to the Group is for a term of six months, from the date of this letter.

Roles and duties

The role of the Group is to review the refreshed curriculum and provide recommendations for any change that is needed. This includes reviewing how the Common Practice Model and its phase-by-phase teaching and learning guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of learning.

This will involve:

- Attending meetings in Wellington in person or online and contributing in full to discussions
- reviewing any papers prepared for the Group
- providing independent advice and recommendations to me. This would include providing advice on changes required on the English and mathematics statistics learning areas, the common practice model, phase-by-phase guidance and anything else identified as needed.
- Where appropriate, drafting new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

It is expected that all members will attend scheduled meetings. Members have a responsibility to inform the Chair and the Secretariat in Ministry of Education if they are unable to attend and, prior to the meeting, to provide the Group and the Secretariat with comments on the issues to be discussed.

The Terms of Reference of the Group are attached.

An important principle guiding the work of the Group is that members have been appointed based on their skills, knowledge and experience, rather than to act as representative for their respective

organisations or communities. However, I recognise that members have roles in their own communities and organisations.

Public service principles / Integrity

You are expected to maintain the values and ethos of the public service. All members of the Group must be aware of the importance of personal integrity and the need to declare conflicts of interest, either potential, actual or perceived. All members must be aware of the importance of acting with integrity, in good faith, and with reasonable care throughout their term.

Managing conflicts of interest

Conflicts of interest may occur. In the event the Group considers any matters that potentially or directly conflict with your interests, you should abstain from discussion and voting on the matter.

You are responsible for identifying instances where you may have a potential, actual or perceived conflict of interest, raising this with the Secretariat and declaring it to the Group prior to the conflict affecting Group's work.

Confidentiality

As a member of the Group, you will receive confidential information or be a party to discussions and decisions that are confidential. You are responsible for taking all reasonable steps to maintain the security of the information provided to you and maintaining confidentiality.

The non-disclosure agreement you have signed means that papers provided to the Group will remain confidential until such time any proactive release or official information release, and all other information including discussions must be treated as confidential in perpetuity.

Public comment

You may not make statements to the media or any third party, including via social media, about your work on the Group and the Group's work, without the prior consent of the Minister of Education.

Fees

Members are remunerated at \$435 per day, in accordance with the Cabinet Office Circular CO (22) 2: *Revised Fees Framework for members appointed to bodies in which the Crown has an interest*.¹ If you change employer during your term, discuss your role on the Group with your new employer and reconfirm your fees arrangement with the Ministry of Education contact named below.

MAG members are paid fees to recognise:

- attendance at meetings and pre-meeting preparation
- work done outside of meetings
- skills, knowledge and expertise
- the complexity of the issue.

If you are, or become, an employee of a school, government agency or body, or any local authority and you are appointed to the Group in your own right, you need to obtain the agreement of your employer and you may not retain both fee and your ordinary pay where the duties of the Group are undertaken during normal business hours. Alternatively, you can agree with your employer that you will take annual or special unpaid leave to participate in the Group. You can be paid the daily fee personally because you do the role outside of your ordinary working hours as secondary employment.

¹ Available at <https://www.dpmc.govt.nz/sites/default/files/2022-10/co-22-2-revised-fees-framework.pdf>

Other expenses

All members of the Group are entitled to be paid reasonable and actual allowances for travelling and other expenses relating to the performance of their duties and responsibilities as members. The Ministry will administer the reimbursement of any expenses you incur during your tenure.

All expenses will be paid in accordance with the Ministry's travel, accommodation and expense claim policy, which will be provided at the first meeting.

Resignation, removal and continuing to serve

You may at any time resign from this role by notifying me in writing, with a copy to Anya Pollock, Chief Adviser (Secretariat for the Group) at [REDACTED]@education.govt.nz. I am also able to request that you continue to serve with the Group past the end of your term to finalise any advice I have requested.

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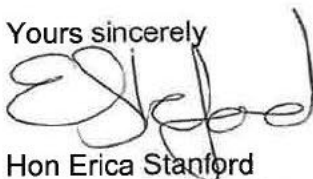
The attached Term of Reference provides further details about my role in regard to reviewing the Group's composition.

More information

If you have any questions or concerns about your appointment, please contact Julia Novak, General Manager New Zealand Curriculum and Te Whāriki. She is available on [REDACTED] or you can email her at [REDACTED]@education.govt.nz.

Thank you for accepting this member role. I hope you will enjoy your tenure with the Group.

Yours sincerely



Hon Erica Stanford
Minister of Education

CC: Julia Novak, GM New Zealand Curriculum & Te Whāriki, Ministry of Education



Te Kāwanatanga o Aotearoa
New Zealand Government

Redesigning the English and mathematics
and statistics learning areas in the
refreshed New Zealand Curriculum for
primary and intermediate school
students:

Ministerial Advisory Group
Terms of Reference

December 2023

NOT GOVERNMENT POLICY

Background

Context

Cabinet has now confirmed its plan for its first 100 days. This includes work to appoint an Expert Group to redesign the English and mathematics and statistics learning areas for primary and intermediate school students to outline the knowledge and skills that primary and intermediate schools must cover year by year. This is part of work to better the 'teaching of the basics brilliantly', including reading, writing and maths.

The final mathematics & statistics and English learning areas were released early in 2023. Implementation activities for the refreshed mathematics & statistics and English learning areas are underway, working towards a planned requirement date of the beginning of 2025. Schools' implementation of the full refreshed New Zealand Curriculum is planned to be required from the beginning of 2027.

The consistent content model being used for learning areas in Te Mātaiaho | the refreshed New Zealand Curriculum is based on phases of learning, described in Mātairea (supporting progress): years 0 to 3, years 4 to 6, year 7 to 8, years 9 to 10 and years 11 to 13. There are eight progress outcomes per phase, one for each learning area. Collectively, these progress outcomes describe what students should understand, know, and do by the end of each phase. These signposts provide a safety net for understanding how each student is progressing across the curriculum pathway and intervening if needed.

Literacy and numeracy are foundational to all learning and are being woven into progress outcomes across the curriculum. Within the progress outcomes for English and mathematics and statistics, progress steps provide greater detail to alert teachers to the critical foundations of literacy and numeracy. The earlier implementation requirements for English and mathematics and statistics (ie being required from the start of 2025 instead of 2027) reflect this substantive literacy and mathematics learning progressions that sit in the English and mathematics & statistics learning areas. Discipline specific literacy and maths demands are also explicit within each learning area.

A draft common practice model for literacy & communication and maths has also been developed to support quality teaching of the refreshed curriculum. This is supported by draft phase-by-phase guidance which brings together the common practice model pedagogical approaches and practices with the progress steps and outcomes within the refreshed New Zealand Curriculum | Te Mātaiaho. The phase-by-phase guidance is intended to provide teachers with practical guidance appropriate to the phase of learning they are teaching. A draft year-by-year sequence for maths that has been developed as part of the draft phase-by-phase guidance, adding greater detail to the progression in the curriculum for the first four phases (Years 0 to 10).

During the development of these two learning areas and development of the Common Practice Model sector feedback supported the framing and detail of the content. There was mixed opinion on the level of detail to be included, some people wanted more and some less.

Evaluating the impact of the English and mathematics and statistics learning areas together with the draft common practice model in classrooms has not yet occurred. This was being planned for 2024.

Purpose of the Ministerial Advisory Group

The primary purpose of the Ministerial Advisory Group (the Group) is to report to the Minister on the English and mathematics and statistics learning areas in the first three phases. This may include advice, feedback or, where appropriate, draft new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

This advice will focus on the clarity teachers need to support students' progress through the curriculum at a pace that keeps them on track for later success. This success includes obtaining the NCEA co-requisite and the dispositions, knowledge and skills they need for maths and literacy rich learning pathways and careers.

In preparing this advice, the Group will consider the content of the learning areas in the context of the full suite of guidance and supports and how they work together. This suite includes:

- The refreshed NZ Curriculum | Te Mātaiaho,
- the refreshed learning areas
- draft common practice model
- draft phase-by-phase guidance
- draft year-by-year sequence for maths

The advice needs to consider the science of learning, urgency about progress, and explicit and intentional teaching.

Recommendations should be based, as far as possible, on a consensus among the Group. The Group's recommendations must be cognisant of the current timelines for the New Zealand Curriculum Refresh and should include advice on prioritisation. The Group's advice should be based on consideration of:

- approaches in other jurisdictions
- the evidence-base
- meeting the needs of diverse students and supporting their wellbeing, presence, participation and progress
- lessons from New Zealand's prior efforts to support teachers to focus on progression
- overall manageability of teaching expectations and the practicality of teachers being able to design programmes that provide sufficient depth on the learning that matters most
- schools' obligations the Education and Training Act 2020 including in relation to The Treaty of Waitangi | Te Tiriti of Waitangi.

Note that any advice on the maths sequence (including what sits in the maths sequence versus the curriculum learning area) will be used to inform the development of a reading and writing sequence.

Once the Group has finalised its advice to the Minister, the Minister will decide which recommendations to progress further. All recommendations will be subject to curriculum timelines as the Minister of Education would like to maintain current timelines for implementation of the refreshed New Zealand Curriculum.

Scope

The scope of the Group is to provide advice to the Minister of Education on how the refreshed English and mathematics learning areas, common practice model and phase by phase guidance work together to provide teachers with the clarity needed on year-by-year teaching

expectations and how they embed effective practices that reflect the science of learning. This would include providing advice on changes required on the English and mathematics statistics learning areas, the common practice model, phase-by-phase guidance and anything else identified as needed. This may include advice, feedback or, where appropriate, draft new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

Matters that are out of scope include:

- the Understand, Know, Do structure of the learning areas (Mātaiaho)
- advice on the specific provision of services contracted out by the Ministry.

Membership

The Minister of Education will invite members to belong to the Group.

The Group is not a representative group.

The Minister may review membership composition as work progresses to ensure the required expertise is represented on the Group at the time it is needed. Any changes to membership must be approved by the Minister.

Chair

It is proposed that the Group will have an independent Chair. The use of a Chair reflects the diverse interests in this work and the breadth of issues that might arise.

The Chair will need to be willing and able to effectively facilitate the group in both in-person and remote settings, including both settings simultaneously (i.e., where some members of the group are attending in person and others are participating remotely).

The Chair will be responsible for working with the Ministry to ensure it is able to meet the demands of the Group within its available resources.

A Deputy Chair will also need to be assigned to cover any duties that would normally be undertaken by the Chair, should they be unavailable. The Deputy Chair will be an existing member of the Group and will be appointed in consultation with the Chair.

Members

Collectively the expert group will benefit from having skills and knowledge which include:

- Knowledge, expertise, and appreciation of primary and intermediate schooling
- Knowledge, expertise, and appreciation of curriculum design
- Knowledge, expertise and appreciation of recent work, in particular the refreshed NZC progression model, the current refreshed two learning areas and the draft common practice model and associated guidance
- Specialist literacy and mathematics knowledge
- Knowledge of pedagogical approaches that reflect the science of learning.
- Knowledge of the Education and Training Act 2020, in particular curriculum and Te Tiriti o Waitangi requirements
- A deep understanding of practitioners' lived experience and expertise in teaching across a range of contexts with a diverse student population specifically within a primary school setting.

The Group will have access to data, research and analysis developed by the Ministry for topics under discussion. This will include material that is still under development, and that does not reflect either Ministry or Government policy and is not to be shared outside of the Group.

Responsibilities of Group members are that they:

- have the capacity and capability to fulfil the role and are fully committed for the duration stated, including being available to attend meetings¹;
- are able to provide constructive input and advice to the project.
- are able to actively assist with issue resolution.
- are committed to the project and understand the importance of their personal contribution to the project's success.
- are willing to maintain the confidentiality of information provided for their advice, comment, and critique (including by signing a non-disclosure agreement).
- are able and willing to differentiate between their own views and the views of the Group or the Ministry and will accurately report the views of the Group in any wider engagement with the sector or the public.

Commencement, functions, media, and confidentiality

Commencement

The Group will deliver an initial report to the Minister on matters within scope by the end of February 2024 to the Minister of Education.

This will be used to provide direction for the curriculum developers to draft the redesigned curriculum content for testing in term 2 2024, alongside the draft common practice model and phase-by-phase guidance (which will also be updated in response to the Group's advice). The Ministry of Education will check-in with the Group as the work is being developed.

The Group will provide quality assurance for the updated curriculum learning areas and make recommendations on implementation supports by June 2024. The Minister will approve the final recommended actions and any materials that will be released to schools for use.

The final redesigned learning areas are planned to be released in term 3 2024 and required for use from the beginning of 2025.

The Minister retains discretion to disband the Group at any time, however, will discuss this with the Chair and any stakeholders as the Minister of Education may consider appropriate before making any decision to disestablish the Group.

Role

The Group will develop and provide independent advice to the Minister of Education on redesigning the refreshed New Zealand Curriculum English and mathematics and statistics learning areas.

As an advisory Group, it is not responsible for final decisions on policy or implementation matters, and Ministers remain responsible for directing their agencies to provide advice and make decisions including through any relevant Cabinet or Budget processes. The Group will

¹ The Ministry will endeavour to schedule meetings outside of school holidays, and with sufficient notice to allow members to attend.

be supported by and have access to advice and analysis from the Ministry of Education, as outlined below.

Media and confidentiality

The primary and paramount function of the Group is to advise the Minister. The Group and its members acting in that capacity, will not make media statements without the prior agreement of the Minister.

The work of the Group is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the Group will maintain this confidence and will not disclose information about the operation of the Group, or information and analysis shared with the Group, to any person without the above agreement.

All Group members will have completed non-disclosure agreements with the Ministry of Education.

If members of the Group are asked to provide comment on the work of the Group other than by the Minister or Ministry, the Group member(s) will forward that question or request to the Office of the Minister of Education, and to the Ministry of Education.

Role of the Ministry of Education

Secretariat functions

The Ministry of Education will provide secretariat functions for the Group. This includes providing support in coordinating meetings and arranging travel and accommodation as required.

The Secretariat is responsible for distributing the Group pack to the members where relevant. Members undertake to read the meeting pack and be prepared to contribute to discussions.

The Secretariat is responsible for formally recording the Group's discussions and recommendations and distributing draft minutes to Group members after the meeting.

The meeting pack may include but not be limited to:

- agenda.
- minutes.
- progress reports or verbal update.
- papers seeking feedback or for discussion.

Analytical functions

The Ministry of Education will also provide data, research and analytical support to the Group in their consideration of redesigning the refreshed English and mathematics and statistics learning areas. This could include:

- preparing background papers and evidence briefs on key issues.
- providing advice to the Group on the feasibility of options including implications on timelines for implementation,
- any other matters that may be relevant to the Group's deliberations.

The Ministry will be responsible for regular liaison with the Group

While the Group will be providing advice to the Minister of Education, regular liaison with the Group will be delegated to the Ministry of Education. The Ministry of Education will also provide advice to the Group, on behalf of the Minister, to ensure recommendations remain within the agreed scope.

The Ministry will continue to provide separate policy and analytical advice to the Minister of Education

Both the Group and the Ministry will provide advice to the Minister on the redesign of the refreshed English and mathematics and statistics learning areas in good faith, and with regards to the interests of the other. The Ministry therefore will have a dual role of providing support and advice to the Group in their analysis, as well as to the Minister during and following the Group's deliberations.

Administration, meetings, work programme, and fees

Administration

The Chair will lead meetings of the Group, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed. If the designated Chair is unavailable, then the Deputy Chair will be responsible for convening and conducting that meeting.

The Chair may also engage directly with the Minister, on behalf of the Group.

Meetings

The Group will meet as required by the Chair, with an agreed agenda and meeting focus. The meetings will be held based on availability of members, and meeting frequency will be determined once the Group has convened and established a work programme based on direction from the Minister of Education. Meetings will vary between being held in-person and remotely or in a hybrid format.

Work Programme and Advice

The Group will work within the work programme set by the Minister and the agreed scope. In any final decision making, recommendations or prioritisation, the Group will make these based on consensus of Group members where possible. Where this is not possible, the Chair may make final determinations on any recommendations, with individual members or sub-groups of members retaining the right to note points of difference in any advice.

Fees

The Ministry will cover all costs directly associated with hosting the meetings, including transport, catering and any other actual and reasonable expenses associated with members' attendance. This includes any agreed fees as approved by Cabinet in establishing the Group.

Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (22)2. The Ministerial Advisory Group falls within Group 4 ('All other committees and other bodies') and has been scored at 17 (Level 3).

If a Group member is a teacher or principal, it is up to their school's Board of Trustees to confirm how the member is to be paid fees. Teachers or principals can take annual or special

unpaid leave to be on the Group and receive fees directly. The school can request Teacher Release Days be paid if the teacher or principal serves on the Group in normal business hours.

Conflicts of interest

As part of the ministerial appointment process, the members of the Group disclose their interests and any conflicts of interest relating to the Group and the redesign of the refreshed English and mathematics and statistics learning areas.

Members of the Group who have a specific, real or perceived conflict of interest in relation to an issue or item will advise the Chair and recuse themselves from consideration of those issues or items.

If members of the Group develop new, relevant conflicts of interest, whether real, potential or perceived, they will inform the Ministry's secretariat and the Chair as soon as is reasonably practicable.

Note that conflicts are manageable when the member has been asked to represent the views of an organisation or sector on the Group. This will be managed on a case-by-case basis in discussion with the Chair.

The Group will regularly review consider updates to the conflict of interests register form as a standing item of their forward agenda.

Should new members be invited to join the Group outside of the Appointment and Honours Committee process, any specific, real or perceived conflicts of interest will need to be disclosed to the Minister of Education prior to their appointment.

Resignation, removal, and continue to serve

Members can resign from Group by notifying the Chair in writing of intention to resign. Effective date of resignation will be when the Chair and the Minister of Education have both been notified.

Members may at any time be removed by the Chair and it is expected that the Chair take reasonable steps to mediate any potential disputes before removal of a member is considered. Removal will be by notice in writing stating the effective end-date. Terms include but are not limited to inability to perform the duties of a member, neglect of duty or misconduct compromising the Group's ability to provide effective and independent advice to the Minister of Education. Any changes to the Group's membership must be approved by the Minister.

The Minister of Education will also review membership composition as work progresses. This is to ensure the required expertise is represented on the Group at the time needed.

The Minister can ask members to continue to serve on the Group past the end of their term to finalise any advice the Minister has requested.

From: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Sent: Wednesday, December 20, 2023 5:41 PM
To: [REDACTED]@mathmo.co.nz [REDACTED]@mathmo.co.nz
Cc: [REDACTED]@education.govt.nz [REDACTED]@education.govt.nz
Subject: [From the Office of Hon. Erica Stanford] MAG Appointment - Audrey Tan

Dear Audrey,
Please find attached a notice of appointment for the Ministerial Advisory Group and the relevant Terms of Reference.

Best regards,



Office of Hon. Erica Stanford
Minister of Education
Minister of Immigration

Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand



20 December 2023

Audrey Tan
Audrey [REDACTED]

Dear Audrey

Notice of appointment as a Member of the Ministerial Advisory Group to review the English and maths curricula for primary and intermediate school students

I am establishing a Ministerial Advisory Group (hereafter referred to as the Group) to advise if the content in the English and mathematics learning areas should be strengthened. This reflects the Government's priorities in its 100 Day Plan.

I am pleased to appoint you as a member of the Group. I set out the terms of appointment below.

Term

Your appointment to the Group is for a term of six months, from the date of this letter.

Roles and duties

The role of the Group is to review the refreshed curriculum and provide recommendations for any change that is needed. This includes reviewing how the Common Practice Model and its phase-by-phase teaching and learning guidance work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices that reflect the science of learning.

This will involve:

- Attending meetings in Wellington in person or online and contributing in full to discussions
- reviewing any papers prepared for the Group
- providing independent advice and recommendations to me. This would include providing advice on changes required on the English and mathematics statistics learning areas, the common practice model, phase-by-phase guidance and anything else identified as needed.
- Where appropriate, drafting new or alternative material for the Minister to consider in the learning areas or any of the documents in scope.

It is expected that all members will attend scheduled meetings. Members have a responsibility to inform the Chair and the Secretariat in Ministry of Education if they are unable to attend and, prior to the meeting, to provide the Group and the Secretariat with comments on the issues to be discussed.

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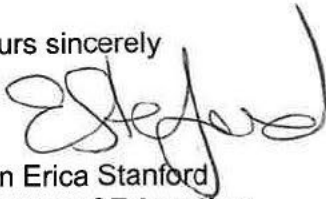
The attached Term of Reference provides further details about my role in regard to reviewing the Group's composition.

More information

If you have any questions or concerns about your appointment, please contact Julia Novak, General Manager New Zealand Curriculum and Te Whāriki. She is available on [REDACTED] or you can email her at [REDACTED]@education.govt.nz.

Thank you for accepting this member role. I hope you will enjoy your tenure with the Group.

Yours sincerely



Hon Erica Stanford
Minister of Education

CC: Julia Novak, GM New Zealand Curriculum & Te Whāriki, Ministry of Education

From: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>
Sent: Thursday, July 25, 2024 5:59 PM
To: [REDACTED] Erica Stanford
<erica.stanford@parliament.govt.nz>
Subject: ESC3696 | PR1ME Maths and Maori Students alignment

Hello [REDACTED] Erica

This is a statement from one of our terrific PR1ME schools specifically referencing the suitability of PR1ME maths to their Maori students. I thought you would be interested to see it.

Also [REDACTED] is it possible to give an update of where things are in terms of progress towards processes in terms of structured maths being delivered please?

Best wishes
Rob Southam
Scholastic

Sent from my iPhone

PR1ME ALIGNING WITHIN THE CONTEXT OF MATAURANGA MĀORI

Acknowledging that PR1ME originates from Singapore, Hong Kong and South Korea it has been easily adopted by our tamariki.

What they have found to be aligning with their way of learning is the collaborative opportunities to discuss, debate and learn from each other while using the course books.

Being able to adapt the problems to reflect mātauranga Māori is something that our kaiako appreciate.

The books align with manaakitanga, the learning progression allow tamariki support and encourage each other to work hard to move up the levels/books. PR1ME encourages group work and discussions that reflect the Māori emphasis on collective learning and community support.

The flow of materials, course book then practice book allow matauranga Māori way of learning to be developed.

The word problems in PR1ME are easily adaptable to te ao Māori, allowing students to connect mathematical concepts with their cultural context. This integration helps tamariki see the relevance of pāngarau in their everyday lives and enhances their engagement and understanding.

Using te reo Māori terms for numbers, shapes, and mathematical operations within the problems enhances language skills alongside pāngarau.

PR1ME allows easy opportunities to create problems that involve family and community activities, such as preparing for a hangi, sharing kai, or organizing a community event.

Acknowledgements - Te Hirihi Knighton Normal School

From: Jo Loveridge [REDACTED]@edushop.nz>
Sent: Thursday, May 16, 2024 4:18 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: Re: [REDACTED] Numicon Open Morning

Good afternoon Minister

After talking with the school, they would prefer if you didn't attend the Numicon Open Morning due to unwanted pressure on their teachers and the school.

Margi Leech and I will be attending the Rural Principals conference in Wgtn, as a sponsor, and hope to connect with you there.

If you could please reply with confirmation that you have received this email so there is no confusion.

Kind Regards,

Jo Loveridge
Numicon Consultant



www.edushop.nz



On Thu, 28 Mar 2024 at 9:25 AM, Jo Loveridge [REDACTED]@edushop.nz> wrote:

Good Morning Erica

My name is Jo Loveridge, a Numicon facilitator based in Manawatu but my area of coverage is wide. I travel to support teachers in mathematics across Taranaki, Manawatu/Whanganui, Wairarapa and Hawkes Bay.

[REDACTED] is using Numicon as their structured maths approach across their whole school NE-Yr 6.

Each term the school opens their doors for educators to come and see how Numicon is making a positive difference for both teachers and students.

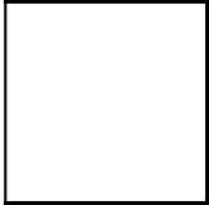
I would like to offer you the opportunity to come and see Numicon in action across NE to Year 6 at [REDACTED] on Friday 31st May from 9.30 am -12 pm.

I look forward to hearing from you.

--

Kind Regards,

Jo Loveridge
Numicon Consultant



www.edushop.nz



From: Southam, Robyn [REDACTED]@scholastic.co.nz>
Sent: Sunday, August 4, 2024 1:11 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Cc: [REDACTED]@scholastic.co.nz>; [REDACTED]@gmail.com>
Subject: Big news! from Rob at Scholastic

Hi Erica and [REDACTED]

Congratulations on a hugely timely announcement from Christopher Luxon today about the investment being made in structured maths in which he clearly acknowledged your tremendous energy and drive Erica - so well deserved!

This is brilliant news and in light of those shocking results outlined by Christopher Luxon, this “beyond politics intervention” is critical.

We have been supporting Denise Arnerich and her team by taking part in a TEAMS meeting with them last week and then getting PR1ME books urgently to them at their request

With the new curriculum being accelerated and with teacher guides and student work books being mentioned specifically by the PM we are wondering what this means for PR1ME and how we can help?

Erica you mentioned in your media stand up that you know from the providers who deliver structured maths resources that there is accelerated progress - we stand beside our PR1ME schools in their achievement gains and we are like you committed to even more gains across NZ

Please note that we can make ourselves available to meet with anyone in Wellington at short notice who could assist in giving us an update of progress with new curriculum and the processes around delivering structured maths etc.

We are here to help

Best regards

Rob Southam and the Scholastic team

Sent from my iPhone

From: Fiona Ell [REDACTED]@auckland.ac.nz>

Sent: Thursday, October 17, 2024 9:12 AM

To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>

Subject: ESC5195 | Mathematics resources and initial teacher education providers

Tēnā koe Minister Stanford

As a mathematics educator in an ITE provider, I am preparing to rewrite my courses to align with the Government's priorities when the curriculum is finalised. The announcement of four resource systems for schools is welcome as now we know what student teachers will encounter in schools next year and can plan to familiarise our students with what they might be working with (as principals will expect) as well as make them competent to work with the curriculum itself (for post 2026). It will be important for the usefulness and credibility of ITE that our students have genuine opportunities to engage with the resources as well as the curriculum, and with four systems being selected, student teachers could be required to use any one of these when they work in schools.

In the past, when resources were developed and published by the Ministry, ITE providers were given the same material as schools, to ensure coherence and continuity. I noted that this is not the case currently with these four resources. I have written to the Ministry and received a reply stating that they will only be provided to state schools, not ITE providers (many of which are also public institutions).

The timeframe of change means that institutions like ours have long since set budgets (and would not usually fund these kind of materials). Other providers will face financial challenges acquiring adequate sets of all four systems before 2025.

If you want ITE providers to align with the Government's priorities and do our part to prepare teachers for structured mathematics teaching, we need to be resourced to do so. As you know, coherence in change initiatives is vital, and not providing ITE providers with the materials that schools will be using is a discontinuity that risks undermining your initiative with new teachers. It would not be much more of an investment to give primary ITE providers a full set of each resource, or to ask the suppliers to do so, considering the size of the orders they will receive.

I urge you to consider this as an important step to reaching your goals and improving student achievement.

Ngā mihi

Fiona

Associate Professor Fiona Ell (she/her)

School of Curriculum and Pedagogy

Faculty of Education and Social Work

Te Kura Akoranga me Te Tauwhiro Tangata o Waipapa Taumata Rau

From: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>
Sent: Wednesday, April 10, 2024 11:24 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Cc: [REDACTED]
Subject: RE: ESINV525 | Huge congratulations Erica

Kia ora [REDACTED]

Thank you for this response and I look forward to meeting with you.

It is as a result of Minister Stanford viewing PR1ME Maths in action at Kerikeri Primary with Principal Sarah Brown earlier this year, and indicating that she would like to talk to me further

What available dates do you have please [REDACTED]

Best regards

Rob Southam
Scholastic Ambassador
Scholastic NZ

From: Erica Stanford (MIN) [<mailto:E.Stanford@ministers.govt.nz>]
Sent: Wednesday, 10 April 2024 9:10 a.m.
To: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>
Cc: [REDACTED]
Subject: RE: ESINV525 | Huge congratulations Erica

Kia ora Robyn,

On behalf of Hon Erica Stanford, thank you for your kind invitation to meet with you.

Unfortunately due to pressures on the Minister's diary she is unable to meet with you. I have CC'ed in [REDACTED]
[REDACTED], the Minister's Senior Ministerial Advisor, who would love to meet with you instead if you are interested.

Minister Stanford passes on her apology and best wishes.

Thank you for writing.

Kind regards,
Office of Hon Erica Stanford



Office of Hon Erica Stanford

MP for East Coast Bays
Minister of Education
Minister of Immigration

Website: www.Beehive.govt.nz
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

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From: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>
Sent: Wednesday, December 6, 2023 11:59 AM
To: Erica Stanford EA <EricaStanford.EA@parliament.govt.nz>
Cc: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: ESINV525 | Huge congratulations Erica

Thank you for your response and I look forward to a great meet up re structured maths in NZ in the New Year Erica. We are here to help – like you our goal is for all kiwi kids (and teachers) to reach their potential in maths and achieve, and we have lots of ideas to contribute.

Warmest wishes and congratulations also on your great start with structured literacy.

Rob

From: Erica Stanford EA [<mailto:EricaStanford.EA@parliament.govt.nz>]
Sent: Wednesday, 6 December 2023 8:27 a.m.
To: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>
Cc: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: RE: Huge congratulations Erica

Kia ora Robyn

Thank you for contacting the office of Hon Erica Stanford, National Spokesperson for Immigration and Education and Member of Parliament for East Coast Bays. I apologise for the delay in responding to you.

I have passed your request on to Erica's ministerial office, as Minister of Education, for the office's information.

Ngā mihi nui

[REDACTED]
Erica Stanford | National Spokesperson for Immigration and Education

[REDACTED]
Room 3.068 | Parliament House | Parliament, Wellington 6160, New Zealand
national.org.nz

-----Original Message-----

From: Southam, Robyn [REDACTED] <[\[REDACTED\]@scholastic.co.nz](mailto:[REDACTED]@scholastic.co.nz)>

Sent: Friday, 24 November 2023 3:06 PM

To: Erica Stanford <erica.stanford@parliament.govt.nz>

Subject: Huge congratulations Erica

On your appointment as Minister of Education

I am incredibly thrilled for you - there is no doubt / you will be simply outstanding! Your intelligence, foresight, people skills and your huge drive for getting our education system back on track and firing in terms of achievement will hold you in such stead and you will have a load of support out there from kiwi parents I know

I know your diary will be crammed but would absolutely love us to book in a heads up when you can I'll work around your diary

In the meantime

Warmest wishes and the very best of luck

Rob Southam

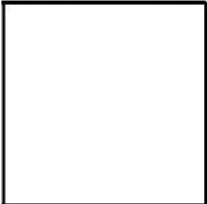
Sent from my iPhone

From: Jo Loveridge [REDACTED]@edushop.nz>
Sent: Saturday, May 18, 2024 9:14 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: Re: ESINV686 | [REDACTED] Numicon Open Morning

Thank you for your reply.

Kind Regards,

Jo Loveridge
Numicon Consultant



www.edushop.nz



On Fri, 17 May 2024 at 3:03 PM, Erica Stanford (MIN) <E.Stanford@ministers.govt.nz> wrote:

Kia ora Jo,

On behalf of Hon Erica Stanford, thank you for your kind invitation to the [REDACTED]
Numicon Open Morning.

Unfortunately due to an unmoveable clash in the Minister's diary she is unable to attend. Minister Stanford passes on her apology and best wishes for a successful event.

Thank you for writing.

Kind regards,
Office of Hon Erica Stanford



Office of Hon Erica Stanford

MP for East Coast Bays
Minister of Education
Minister of Immigration

Website: www.Beehive.govt.nz
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

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From: Jo Loveridge [REDACTED]@edushop.nz>
Sent: Thursday, March 28, 2024 9:25 AM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: ESINV686 | [REDACTED] Numicon Open Morning

Good Morning Erica

My name is Jo Loveridge, a Numicon facilitator based in Manawatu but my area of coverage is wide. I travel to support teachers in mathematics across Taranaki, Manawatu/Whanganui, Wairarapa and Hawkes Bay.

[REDACTED] is using Numicon as their structured maths approach across their whole school NE-Yr 6.

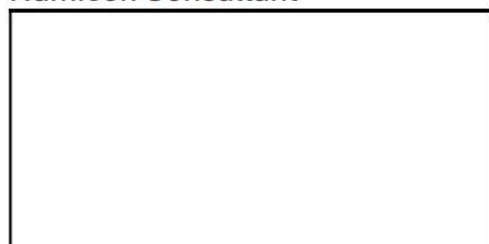
Each term the school opens their doors for educators to come and see how Numicon is making a positive difference for both teachers and students.

I would like to offer you the opportunity to come and see Numicon in action across NE to Year 6 at [REDACTED] on Friday 31st May from 9.30 am -12 pm.

I look forward to hearing from you.

--
Kind Regards,

Jo Loveridge
Numicon Consultant



www.edushop.nz



From: Audrey Tan [REDACTED] <[\[REDACTED\]@mathmo.co.nz](mailto:[REDACTED]@mathmo.co.nz)>
Sent: Monday, December 18, 2023 11:32 AM
To: Erica Stanford EA <EricaStanford.EA@parliament.govt.nz>
Cc: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: Re: Introducing Audrey Tan

Kia ora [REDACTED]

Thank you very much for processing my previous email.

I understand that the Minister is taking advice on the NCEA literacy and numeracy co-requisites. I was part of the Subject Expert Group that developed the numeracy standard. I have since had first-hand experience supporting students to sit the numeracy test.

Last week, I asked someone at the Ministry of Education if there is a formal channel for providing such advice, but the reply I received this morning is a little vague. I do have some thoughts on how to navigate through this tricky problem, so please let the Minister know personally that I would like to put forward my thoughts for her consideration before any major decisions are made.

Ngā mihi nui,
Audrey

----- Original Message -----

From: "Erica Stanford EA" <EricaStanford.EA@parliament.govt.nz>
To: "Audrey Tan" [REDACTED] <[\[REDACTED\]@mathmo.co.nz](mailto:[REDACTED]@mathmo.co.nz)>
Cc: "Erica Stanford" <erica.stanford@parliament.govt.nz>
Sent: 6/12/2023 8:12:12 am
Subject: RE: Introducing Audrey Tan

Kia ora Audrey

Thank you for contacting the office of Hon Erica Stanford, National Spokesperson for Immigration and Education and Member of Parliament for East Coast Bays.

I have passed your request on to Erica's ministerial office, as Minister of Education, for the office's information.

Ngā mihi nui

[REDACTED] | Executive Assistant
Erica Stanford | National Spokesperson for Immigration and Education

[REDACTED]
Room 3.068 | Parliament House | Parliament, Wellington 6160, New Zealand
national.org.nz

From: Audrey Tan [REDACTED] <[\[REDACTED\]@mathmo.co.nz](mailto:[REDACTED]@mathmo.co.nz)>
Sent: Monday, 27 November 2023 9:37 AM
To: Erica Stanford EA <EricaStanford.EA@parliament.govt.nz>; Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: Re: Introducing Audrey Tan

Dear Minister Stanford,

Congratulations on your appointment as the Minister of Education. Apart from Rob Southam's introduction below, I believe Professor Gaven Martin of Massey University and fellow of the RSNZ, and Perry Rush, former president of the NZPA, have already introduced you to my work to improve mathematics education in New Zealand. As one of the few people working in this area with Mathematics qualifications (as opposed to maths ed. qualifications), it would be an honour to work with you in an advisory role to get New Zealand's mathematics education back on track.

There are many things to discuss, but in the short term, I implore you to scrap the Common Practice Model in its current form. The selection process for contributors to the CPM was not transparent, and as far as I can ascertain, there has been no public consultation process. A common practice model should not present "theoretical frameworks or approaches to teaching" without any evidence of measurable improvement in student performance. The "critical maths" approach was disturbing with its flimsy evidence base and encouragement of students to "interrogate dominant discourses and assumptions, including that maths is benign, neutral, and culture-free". I expect your associate minister will share my concerns, since his party spoke publicly about this very issue in April this year.

I understand that assessment will be a strong focus for you. It is vital that we are asking the right questions of our students, otherwise your data will be meaningless. The past twenty years has shown that if we measure the wrong sort of progress, student achievement does not improve. I saw a few e-asTTle questions this year and they could do with some sharpening. I believe my mathematical input would be helpful here.

If I may be of further service, please do not hesitate to get in touch. Teaching the basics brilliantly is what my reputation is built upon, but please be assured that I can offer much more.

With kind regards,
Audrey Tan

--

Dr Audrey M. Tan, Mathmo Consulting
67 Apsley Drive, Avonhead, Christchurch 8042, New Zealand
[REDACTED] Email: [REDACTED] <[\[REDACTED\]@mathmo.co.nz](mailto:[REDACTED]@mathmo.co.nz)>, Web: <https://mathmo.co.nz/>

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----- Original Message -----

From: "Southam, Robyn" [REDACTED]@scholastic.co.nz>

To: "Erica Stanford EA" <EricaStanford.EA@parliament.govt.nz>; "Audrey Tan" [REDACTED]@mathmo.co.nz>

Sent: 21/04/2023 7:44:39 am

Subject: Introducing Audrey Tan

Good morning Erica and Audrey

As we discussed here are Audrey's contact details

[REDACTED]@mathmo.co.nz

Warmest wishes

Rob

Sent from my iPhone

From: [Gaven Martin](#)
To: [REDACTED]
Subject: Re: Letter from Hon Erica Stanford
Date: Friday, 5 April 2024 4:49:15 PM

Dear [REDACTED] please thank the Minister for her letter and its content which I support. Also for her ongoing efforts to improve learning outcome for young New Zealanders,

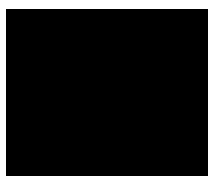
Regards
Gaven Martin

From: [REDACTED]
Date: Friday, 5 April 2024 at 4:30 PM
To: Gaven Martin [REDACTED]@massey.ac.nz>
Subject: Letter from Hon Erica Stanford

Kia ora Gaven

Please see attached letter from Hon Erica Stanford to you.

Kind regards,



[REDACTED] Executive Support) | Office of Hon Erica Stanford
MP for East Coast Bays
Minister of Education
Minister of Immigration
DDI: [REDACTED]
Website: www.Beehive.govt.nz
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand



Gaven Martin
[REDACTED]@massey.ac.nz

Dear Gaven

I would like to thank you for your significant work over the last three months as part of the Ministerial Advisory Group (MAG) advising if the content in the English and mathematics and statistics learning areas of the New Zealand Curriculum should be strengthened, whether the current structure of documents is optimal and providing initial examples of how this could look.

I have read your initial report with great interest. It is clear from the report that the learning areas should be strengthened, and you have included helpful recommendations as to how we might do that. The report is fulsome, thoughtful and I acknowledge the level of evidence-based debate and discussion that must have gone into its production.

I agree to recommendation 1 regarding the inclusion of the Common Practice Model work into the curriculum (rather than recommendation 2). This approach simplifies the complexity of our curriculum being made up of multiple documents and reduces that evidence-based teaching practice, particularly regarding the science of learning, is separated from the content and skills being taught. I have asked officials to work closely with the MAG to ensure your recommendations for document consolidation are sufficiently adopted in the next phase of work.

I am considering the best approach to checkpoints and phases as outlined in recommendations 3 and 4. I agree that assessing progression is a key element of successful implementation of a National Curriculum and will give thought to your recommendations as I move through work on the implementation of phonics checks and consider how our objective of twice yearly assessment for Year 3-8 students might be practically implemented.

I also agree with your other recommendations for work that needs to be done. Rather than have this work sit solely with the MAG, I have asked the Ministry to urgently establish a series of curriculum writing groups to enact your recommendations. The timelines are tight for completing the work on the English, mathematics, and statistics for teachers to use from 2025 and additional resource through these curriculum writing groups will help us to deliver on time for teachers.

This work will explicitly include the production of an amalgamated document incorporating the science of learning and bringing together the content from the learning areas, the common practice model and the teaching sequences. The process will give greater opportunity for the inclusion of a greater range of subject-matter experts, teachers and curriculum writers and I am delighted that several members of the MAG wish to contribute to these sprint groups over the coming months.

Members of the writing groups (which may include some members from the Ministerial Advisory Group) will be contacted and contracted separately by the Ministry. The scope of the work for these writing groups will be written by the Ministry, endorsed by an Independent Quality Assurance function (established by the Education Review Office) and approved by

me. ERO will work iteratively and collaboratively with the writing groups to provide rapid feedback on progress, content and structure. The Ministry are establishing an agile Programme Management approach and will keep the MAG chair updated whilst we are in this second phase of work.

The Ministerial Advisory Group will meet twice in the next three months (once in May and once in mid June) for progress updates from the IQA and Ministry officials. I will also meet with the MAG at these points, to hear your insights and further consider your expert opinions on whether the work to-date is meeting my expectations of a knowledge-rich, internationally comparable curriculum.

At this stage, I consider the best use of your time and expertise to be through these meetings and the check-in points, a final report is no longer required.

On the current timeline, I estimate that the curriculum for English and Mathematics with Statistics will be completed in the first half of Term 3 so that targeted testing with the key Peak body groups and sector representatives can take place in late-August, early-September. It is my current intention for these documents to be released to schools in Term 4 for planning and implementation in advance of 2025.

Thank you for sharing your considerable expertise so generously and robustly over the last three months. Children and New Zealand will benefit enormously from your contributions.

Nāku noa, nā

A handwritten signature in blue ink, appearing to read 'Erica Stanford'.

Hon Erica Stanford
Minister of Education

From: [Gaven Martin](#)
To: [Erica Stanford](#)
Subject: Re: Call
Date: Wednesday, 13 December 2023 7:16:32 PM

Ps. If you give me a time for your call I guarantee to be ready then. G

From: Erica Stanford <erica.stanford@parliament.govt.nz>
Date: Wednesday, 13 December 2023 at 5:27 PM
To: Gaven Martin [REDACTED]@massey.ac.nz>
Subject: Call

Hi Gaven

Your number has disappeared from my phone. Are you able to give me a quick call when you have a chance please? [REDACTED]

Erica

Get [Outlook for iOS](#)

From: [Gaven Martin](#)
To: [Erica Stanford](#)
Subject: Re: Call
Date: Wednesday, 13 December 2023 7:08:41 PM

Hi Erica phone is [REDACTED]

Well done you btw

Gaven

From: Erica Stanford <erica.stanford@parliament.govt.nz>
Sent: Wednesday, December 13, 2023 5:26 PM
To: Gaven Martin [REDACTED]
Subject: Call

Hi Gaven

Your number has disappeared from my phone. Are you able to give me a quick call when you have a chance please? [REDACTED]

Erica

Get [Outlook for iOS](#)

From: Fiona Ell [REDACTED] <[REDACTED]@auckland.ac.nz>
Sent: Friday, March 22, 2024 10:38:05 AM
To: [REDACTED]
Subject: Ministerial Advisory Group

Tēnā koe, Minister Stanford,

As you have now received the interim report from the Ministerial Advisory Group (MAG) tasked with considering the English and the Mathematics and Statistics curricula, I want to write directly to you and express my concerns about this work. I know you are focused on improving outcomes for the children and young people of Aotearoa New Zealand, and I am too, so this letter is written in that spirit.

I have three sets of concerns: about the MAG process, about the report content and recommendations, and about the extent of reform being proposed.

[REDACTED]

[REDACTED]

Second, while I understand that the group was not intended to be representative, it is necessary to consider whose voices you are hearing, and whose voices you are not hearing. I know that the prevailing rhetoric is 'science of learning' and an idea of the universality of human experience and knowledge as a rejection of the significance of culture, and I want to register my deep concern about this. Education is complex, there are a range of perspectives. It is unlikely that one view is completely correct for all students. For many people, teachers, students and families, culture is important,

and racism is a problem in schools.

[REDACTED]

[REDACTED]

The extent of reform being proposed

Before you came into office, the Ministers of Education and Ministry of Education had already begun moving to a phonics-first approach to the teaching of reading (with the implementation of BSLA, and the provision of phonics-based readers in the Ready to Read series), and had already recognised the need for more detail for teachers of mathematics and statistics by including a year-by-year sequence in the Literacy, Communication and Mathematics Strategy proposal. These are directions of travel that have momentum with the sector. [REDACTED]

[REDACTED]

We would all like to find and implement a ‘silver bullet’ solution for education. Experience tells us that there isn’t one. An example in Mathematics and Statistics is the Numeracy Project. The project’s origins were in ‘cognitively guided instruction’, an idea with a research programme behind it, and ironically, driven by concerns about cognitive load and an application of cognitive and developmental psychology to the teaching of mathematics (the same ideas that are being used to draw different conclusions now). It was introduced after promising pilots in Australia, piloted here with success, and returned good results for the first few years. It was evaluated and monitored, it was resourced with professional learning and resources for teachers. Ultimately, it failed.

Almost everything works when implemented by knowledgeable, passionate enthusiasts. Almost everything loses power when rolled out system wide. The core idea of the Numeracy Project, implemented by those who really understood the intention, worked. Implemented by ‘every teacher in New Zealand’, it became highly problematic. Teachers making sensible choices about what and how to teach was replaced with ‘we have to do this because...’. It is hard to avoid rule following when introducing a new approach, and any approach that does not emphasise sensible teacher decision making in the moment will fall prey to teachers following ‘I have to’ rules. Swapping one ‘have to’ for a different ‘have to’ will not improve outcomes.

No ‘extreme’ is the right idea in education because education is inherently complex, and notorious for high-stakes unintended consequences. The key is teachers making good, sensible decisions as they work with students. ‘Teacher proofing’ curriculum reduces the decision-making power of teachers and increases thoughtless dependence on approaches. In mathematics and statistics education in Aotearoa New Zealand currently the ‘enemy’ is not left-over Numeracy Project practices – it is teachers without enough detailed information about content to know what to teach, and teachers who have been left without any systematic professional learning support for 15 years. These issues can be tackled safely by providing the sequence and the suggested practices, and then giving teachers professional learning to get their decision-making confidence back. Over-prescription will lead to more rule-following dependence, not better results.

I understand that moderation is politically hard to sell, and that positioning teachers as trustworthy professionals who can make instructional decisions seems problematic if you do not like the current system outcomes, but I want to offer that idea for your consideration. The ‘secret sauce’ of highly successful systems overseas is often referred to as the ‘status of teaching’. This gets linked to pay and conditions, but in reality, it is about political and social trust of teachers as professional decision makers. Curriculum change should support teachers to be professionals, not undermine their

expertise.

[REDACTED]

I am not sure what your position is on the wider Te Mātaiaho framework and how the new English/Literacy and Mathematics and Statistics documents might sit within this. I urge you to consider that you can have both a 'science of learning' approach within the curriculum areas and retain the wider ideas of Te Mātaiaho, which are a gift to Aotearoa New Zealand. I realise the idea of biculturalism is politically problematic at the moment, but I want to point out that along with valued knowledge and skills that any country can have, we have the opportunity to share with our children a model for how to live and work with people who see things differently to us – a key skill in a multi-cultural society, and a key skill for survival in an uncertain future. The whakapapa framework of Te Mātaiaho has garnered a lot of international interest and admiration as a practical outworking of a constructive commitment to grappling with the issues created by colonisation – of which education system failure is certainly one. It has huge potential to help. I hope that potential will not be lost.

I appreciate your time in considering this.

Ngā mihi mahana



Associate Professor Fiona Ell

Associate Professor Fiona Ell (she/her)
School of Curriculum and Pedagogy
Faculty of Education and Social Work
Te Kura Akoranga me Te Tauwhiro Tangata o Waipapa Taumata Rau
Phone: [REDACTED]