

Agenda

Deep Dive: CURRICULUM

Date: Wednesday, 6 March 2024

Time: 06.00pm to 07.30pm

Venue: Executive Wing 5.3

MoE Attendees: Iona Holsted, Secretary for Education
Pauline Cleaver
Kiritina Johnstone
Julia Novak
Ruth Shinoda

Purpose

The purpose of this meeting is to seek your direction on work to update the national curriculum for schooling (The New Zealand Curriculum and Te Marautanga o Aotearoa), following on from initial advice regarding the refresh of the New Zealand Curriculum [METIS 1319270 refers]. Following discussions with you, we will provide any follow-up advice needed to confirm decisions or provide more details.

Item	Topic
1.	Balancing national direction and local flexibility
2.	Utilising sector expertise to strengthen design and implementation
3.	Snapshot of progress to date and options for next steps

TOPIC 1: Balancing national direction and local flexibility

1. The national curriculum (consisting of the New Zealand Curriculum and Te Marautanga o Aotearoa) sets regulatory expectations for teaching and learning programmes in schools and kura. The current New Zealand Curriculum (released in 2007) and Te Marautanga o Aotearoa (released in 2008) provide for high levels of school, kura, teacher and kaiako autonomy in deciding what is taught and how it is taught.
2. Variability, inconsistency, and inequity in New Zealand's teaching and learning outcomes have made it clear that these settings need adjusting. Curriculum changes underway include stronger national direction on what needs to be taught, when, and the effective practices that all teachers and kaiako need to use. Opportunities to reduce teacher workload through clearer expectations and better support have also been identified.
3. Currently there is too much variation in the interpretation of the national curriculum offered to students, and we need to better support school and kura leaders to carefully design their programmes, systems, structures and processes so that the teaching of content in the national curriculum is delivered through contexts that are meaningful and engaging for their students. Local flexibility to design school and kura teaching and learning programmes is not intended to undermine the national curriculum. It instead recognises that schools and kura should use local contexts and knowledge of their students when designing teaching and learning programmes that give effect to the national curriculum.
4. The work to date focuses on a significant tightening of the requirements for school and kura teaching and learning programmes that maintains fidelity to the national curriculum while still allowing local flexibility to deliver it through locally appropriate contexts. The shift to stronger national direction is accompanied by a shift toward greater levels of support to grow teacher capability and for day-to-day delivery of teaching and learning. It could, however, be perceived as significantly constraining principals' and teachers' autonomy.
5. Your work programme will further tighten requirements beyond the previous direction of travel. This includes introducing:
 - a. Year-by-year expectations for the English, mathematics & statistics and science learning areas (te reo Māori, pāngarau and putaiao in Te Marautanga o Aotearoa).
 - b. Requiring structured approaches to the teaching of reading, writing and maths (or pānui, tuhituhi and pāngarau).
 - c. More specific requirements for reporting to parents and whānau.
 - d. More specific requirements for standardised assessment, including specified tools.
 - e. The introduction of a mandatory phonics check with information to be collected nationally.
 - f. Reduced local flexibility in the centrally-funded professional learning available to schools and kura (e.g. requirements to undertake professional learning in structured literacy).
6. In this context, there will be widespread anxiety in the sector that there is an intent to narrow the curriculum content and standardise teaching to such a degree that teachers and kaiako feel they cannot respond to their students' needs. This includes their ability to design teaching and learning programmes that contextualise the national curriculum with contexts that are meaningful and engaging for their students or that matter to their local community.
7. Continuing to progress the updates to the whole of the New Zealand Curriculum and Te Marautanga o Aotearoa in a timely way will help mitigate this risk and provide confidence that national expectations will provide consistency in students experiencing the full curriculum that

they need. This includes discipline knowledge and social emotional knowledge (including self regulation and working with others). Evidence is clear that a student's ability to learn and demonstrate their learning is impacted by prior learning and the pathways developed in their brains, emotions, and social relationships. Motivation to learn is often described as the 'gateway' to learning; therefore, the role of school leadership and classroom teachers in using the national curriculum to locally contextualise the teaching and learning programmes are key in this process.

8. Reading, writing and maths (or pānui, tuhituhi and pāngarau) are foundational skills and they must be taught well from the start, reflected in the priority you are giving to implementing structured literacy and developing a structured approach to teaching maths. In early schooling the focus is on explicit and structured teaching of foundational reading, writing and maths (pānui, tuhituhi and pāngarau) skills, with the other learning areas providing contexts for developing and practicing those skills. As students become confident users of those skills the balance of focus across the curriculum shifts, with explicit teaching of other learning areas increasing to provide students with a broad base of knowledge across the curriculum and then support their pathways into later specialisation.
9. Your curriculum Ministerial Advisory Group is reviewing how the curriculum learning areas and common practice (including the teaching sequences) work together to make clear the scope and sequence of what must be taught, and the effective structured teaching approaches to use to support students to develop and consolidate foundational reading, writing and maths skills.

For Discussion	Noted Actions
Have we interpreted your intended balance between national direction and local responsibility correctly, including how the curriculum supports structured approaches to teaching literacy and maths?	

TOPIC 2: Utilising sector expertise to strengthen design and implementation

10. There is a range of evidence and a wide range of perspectives on what is most important to include within a national curriculum, including within any given learning area. Similarly, there is a wide range of evidence and perspectives to bring to bear on effective teaching programme design and effective practice. Currently these debates play out in schools, who may receive conflicting, partial or out-of-date advice (as we have seen with the debate between whole language and structured literacy). This means it is important that there is a transparent process for hearing those perspectives, examining the evidence, deliberating, testing and reviewing, and then making decisions. Without this, people will continue to contest the content which can disrupt implementation.
11. As we move towards stronger national direction, it is important that the education community is involved in the design of requirements and implementation supports, so that changes are understood and implemented, and impacts on student outcomes are positive. This includes creating a common understanding of what needs to be consistent and why, and where professional judgements remain critical and what should inform those.
12. We are preparing a briefing for you on the implementation plan for structured literacy, which will be provided next week. The currently planned timing for the updates to the New Zealand Curriculum will mean that the updated English and mathematics & statistics learning areas and common practice model are available by 2025 for schools to use and to underpin professional learning.

Current approaches to engagement to inform testing and development

13. Across the whole, the change approach includes a focus on relationships, collaborative design, awareness building, and differentiated support to move people to bring about the changes needed for schools and kura to meet the expectations in the national curriculum. This reflects the evidence about achieving change in complex systems. It is also important to keep change manageable and well sequenced for schools and kura, providing clarity for teachers, kaiako, leaders and tumuaki about what is expected of them and the supports available to help. This amount of change and its sequencing remains an area of concern for the sector.
14. A system-wide approach to updating the national curriculum brings several considerations for how we develop, test, refine and implement curriculum with schools and kura. The current approach to development, engagement and testing (the stages of which are in the diagram below) has taken a partnership approach with the sector. We have drawn deliberately on advice from specialist Ministry advisory groups, a wide range of schools and kura, students and their whānau, hapū, iwi and wider community, and peak bodies, as well as inviting wider national, public consultation. Early drafts have been tested with teachers prior to a wider circle of engagement through surveys, face-to-face sessions and discussion. This attention to engagement has ensured schools and kura have sufficient involvement throughout, as well as established a measure of goodwill for future change and implementation.



15. The work of your curriculum Ministerial Advisory Group (MAG) is likely to affect the current phasing of this approach. The windows for each stage (above) may need to be shortened and accelerated, noting the impact this could have on the sector's ability to engage and the degree to which they feel consulted on change (and able to manage the amount of it). Content can be developed, tested, and released in ways that build on the trust of the teachers and leaders, students and whānau who have engaged so far and help people to see how all the parts of the refreshed New Zealand Curriculum Te Mātaiaho and Te Tīrewa Marautanga respectively, work together to support quality teaching, learning, assessment and aromatawai.

For Discussion	Noted Actions
Are there any changes that you wish to see made to the development and engagement approach taken to date? Are there any areas of the structured literacy implementation you would like to discuss or see included in the planned briefing next week?	

TOPIC 3: Snapshot of progress to date and options for next steps

16. Earlier advice to you outlined the collaborative and phased approach that we have taken to refreshing the New Zealand Curriculum, and the review, development and implementation process followed [METIS 1319270 refers]. We have used a Māori-centred design approach for engagement and redesigning Te Marautanga o Aotearoa. For both curricula, we have sought wide feedback on all components from diverse stakeholders and experts, including the sector, whānau, hapū, iwi and wider public.
17. Feedback from engagements in 2022 and 2023 have shown strong support for the overall direction of the changes, and a desire for more clarity in the progression model, including to support assessment, aromatawai, and reporting. In response to this feedback, both curricula

have been further developed and strengthened. In relation to the refreshed New Zealand Curriculum | Te Mātaiaho, the overall narrative across the curriculum and within learning areas helps leaders and teachers to deeply understand how the parts are connected and can be brought together to inspire and motivate teachers to teach and students to learn.

18. Your MAG for curriculum is providing advice on how the refreshed English and Maths 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. The MAG's initial report is being provided on 5 March 2024, and shortly afterwards we will provide you with advice on next steps. It is possible that changes the MAG recommends may impact on the design of other components of the refreshed New Zealand Curriculum as well as potentially on the te reo Māori and pāngarau tīrewa ako (the equivalent of learning areas) and the Ako Framework (equivalent of the common practice model) for Te Tīrewa Marautanga (the name for the redesigned Te Marautanga o Aotearoa).
19. As work to progress your priorities for reading, writing and maths is progressed there are benefits to be had from leveraging the momentum and sector buy-in that currently exists. Continuing to progress the wider curricula updates is important to avoid the necessary priority on reading, writing and maths being perceived as a shift to a narrow curriculum that would be insufficient to deliver everything that students need. To support shared understanding and effective implementation, and meet expectations of consultation when setting regulatory requirements, it will be important to continue to build in time to test all updates to curriculum components with schools and kura.
20. Your decisions are needed on the timelines for progressing work on different components of the refreshed New Zealand Curriculum and redesigned Te Marautanga o Aotearoa. Our recommended approach is set out on the **attached set of A3s**. Note that a review and update of the draft 'curriculum frameworks' to better align these with your curriculum priorities is needed before they are released. It is important that these are released before or alongside further learning areas so schools and kura can see how they work together as a whole. Schools, initial teacher education providers and professional learning providers are currently using an out-of-date draft of the refreshed New Zealand Curriculum | Te Mātaiaho framework.
21. Once we have your direction on the high-level approach, we will provide advice on how we will progress the work, including approaches to engagement to inform testing and development. As part of this work we will also give consideration to the curriculum in secondary schooling given the insights from the Subject Learning Outcomes. We will need to agree the scope and timelines for this with you, noting that there may be budget implications. Similarly, we will need to consider the approach to year-by-year expectations across the wider curriculum.

For Discussion	Noted Actions
<p>We would like to discuss with you:</p> <ul style="list-style-type: none"> • The collaborative approach to designing and testing content and implementation support. • The timing of the development and release of the different learning areas and the common practice model (which will support structured approaches to teaching of reading, writing and maths). • Combining pūtaiao (science) and hangarau (technology) in Te Marautanga o Aotearoa. • Approach and timing for senior secondary curriculum design and year-by-year expectations across the wider curriculum. 	

The refreshed NZ curriculum | Te Mātaiaho

Curriculum component	Purpose	Where we are up to	Recommended Next Steps
The refreshed New Zealand Curriculum framework Te Mātaiaho	The guiding kaupapa Mātairangi guides schools to develop a vision and purpose of the school curriculum	The draft has been out for feedback and schools are using this draft that went out for feedback in March 2023. It has been updated to be clearer about consistent assessment practice and high-quality reporting on learner progress and achievement. It has been updated to be clearer about the characteristics of a quality school curriculum	Update to align with decisions on MAG advice and your priorities Release with the English and Mathematics & Statistics Learning areas for consultation in mid 2024 Some components may need further consultation depending on the nature of the updates in 2025.
	Creating a foundation Mātainuku makes visible the school’s accountability to high expectations of all students.		
	Curriculum Vision for young people Mātaitipu		
	Supporting progress Mātairea makes clear the progression and structure for learning for consistency within and between schools		
	School curriculum design and review Mātaioho guides schools to implement the national curriculum with a local context.		
Learning areas Mātaiaho	Describes the breadth and depth of learning that is important within each learning area. Includes key competencies. Identifies the knowledge skills and capabilities within a common understand, know, model for phases of learning from years 1- 10. Describes learning area progress outcomes for each phase of learning	SOCIAL SCIENCES refreshed and available for schools to use (and Aotearoa New Zealand's histories within social sciences already required).	SOCIAL SCIENCES is updated to restore balance to the Aotearoa Histories content. Released for consultation, reviewed, refined and then released for use by schools in 2026 .
		ENGLISH AND MATHEMATICS & STATISTICS refreshed and available for schools to use. Currently being reviewed and rewritten by the MAG	ENGLISH AND MATHEMATICS & STATISTICS updated following MAG advice and released for consultation in 2nd half 2024 including teaching sequences for literacy and mathematics. Following consultation reviewed, refined and then released ready for schools to use in 2025 .
		SCIENCE, TECHNOLOGY, AND THE ARTS have been developed without year-by-year focus.	SCIENCE, TECHNOLOGY AND THE ARTS learning areas released for consultation in 2024, reviewed, refined and then are released for schools to use in 2025 .
		HEALTH AND PE AND LEARNING LANGUAGES still to be scoped.	HEALTH AND PE AND LEARNING LANGUAGES released for for consultation in 2025, reviewed, refined and then released ready for schools to use in 2026 .
		COMMON PRACTICE MODEL draft has been developed but has not been consulted on.	COMMON PRACTICE MODEL updated following MAG advice will be updated and will need to be consulted on in 2024 and released for use 2025 .

The refreshed NZ curriculum | Te Mātaiaho Timeline Options

	Options	2024	2025	2026	2027
English and Mathematics & Statistics	Year 1 - 10	Update the English and Mathematics & Statistics learning area develop a year-by-year sequence for years 1 – 10 Terms 1 & 2. Consult on revised draft with year-by-year sequence for years 1-10 in Term 3 and finalise content in Term 4.	Available to schools to use in Term 1.		Full implementation of the refreshed New Zealand Curriculum Te Mātaiaho begins (use required).
	Year 11 -13		Develop year by year sequence for years 11 to 13 and consult in Term 3 and finalise content Term 4.	Available to schools to use in Term 3.	
Science	Year 1 - 10	Hold the current draft science learning area and develop year by year sequence for years 1- 10 and consult in Term 3 and finalise content in Term 4.	Available for schools to use Years 1 - 10		
	Year 11 -13		Develop year by year sequence for years 11 to 13 and consult in Term 3 and finalise content Term 4.	Available for schools to use years 11 -13	
Technology and Arts	Option 1	Consult on current draft in Term 2.	Consult on revised draft with year-by-year sequence for years 1-10 in Term 1.		
	Year 1 -10	Revise content and develop a year-by-year sequence for years 1-10 in Term 3 and 4.	Revise and available to schools to use in Term 3.		
	Year 11 -13		Develop years 11 -13 year by year sequence in Term 4.	Consult on revised draft with year-by-year sequence for years 11-13 in Term 1. Revise and available to schools to use in Term 3.	
	Option 2	Develop year by year sequence for years 1 – 10 and consult in Term 3 and finalise content Term 4.	Available for schools to use years 1 -10		
	Year 1 -10				
	Year 11 -13		Develop year by year sequence for years 11 to 13 and consult in Term 3 and finalise content Term 4.	Available for schools to use years 11 -13	
Social Sciences	Year 1 - 13	Update the social science learning area with the restoring balance to Aotearoa New Zealand histories and start developing a year-by-year sequence for years 1 – 13.	Consult in Term 3 and finalise content Term 4.	Available to schools to use in Term 1.	
Health and PE and Learning Languages	Year 1 - 13	Develop learning areas including year by year sequence for years 1 – 13.	Consult in Term 1 and finalise content Term 2. Available to schools to use in Term 3.		
	Note: The refreshed New Zealand Curriculum Te Mātaiaho framework would be with each of the learning areas				

The redesigned Te Marautanga o Aotearoa | Te Tīrewa Marautanga

Curriculum component	Purpose	Where we are up to	Recommended Next Steps
Foundation curriculum policy statements			
Te aronga me ngā pou matua	The overarching kaupapa, vision, values and purpose are expressed through four pillars describing the core dispositions, skills, and knowledge, which represent the aspirations of whānau, hapū and iwi for their mokopuna education.	The foundation curriculum policy statements have been drafted and have been out for feedback.	Update against your priorities and in line with decisions on MAG advice for Te Mātaiaho and release for wider engagement in 2024.
Te Reo Māori and Mātauranga Māori	The aspirations for and centrality of te reo and mātauranga Māori to learning in te reo Māori learning pathways.		
Te anga o te marau ā-motu	The concept underpinning Te Tīrewa Marautanga as an indigenous curriculum.		
Te marau ā-kura	Designing, implementing, monitoring and reviewing the school curriculum. What will be learnt, when, how and why, using the tīrewa ako and underpinned by the curriculum policies.		
Supporting quality ako and aromatawai	The essential learning, teaching and aromatawai pedagogical approaches.		
Supporting learning progress, achievement and success	The focus of, and phases of learning.		
National curriculum statements (tīrewa ako)			
Tīrewa Ako	The progression frameworks setting out the purpose, dispositions, skills and knowledge for each of the nine proposed tīrewa ako organised as five phases of learning.	Te Reo Māori, Pāngarau (Mathematics), Te Ao Māori (Māori History & Identity) and Pūmanawa Tangata (Social Sciences) tīrewa ako developed without year-by-year indicators of progression. Toi Ihiihi (The Arts), Waiora (Health), Pūtaiao (Science) and Hangarau (Technology), Te Reo Pākehā (English) and Reoruatanga (Bilingualism) to be developed.	Following MAG advice on Te Mātaiaho, update Te Reo Māori and Pāngarau tīrewa ako and release for wide engagement in 2024. Release in 2025. Begin to develop tīrewa ako for Toi Ihiihi, Waiora, Pūtaiao and Hangarau, Te Reo Pākehā, Reoruatanga in 2024. Release for wider engagement in 2025.
Ako Framework	Provides guidance to kura and Māori medium settings on effective learning and teaching pedagogies to support ākonga progress and achievement with a particular focus on pānui (reading), tuhituhi (writing), including reo ā-waha (oral language), and pāngarau (mathematics).	An initial draft was tested in Term 4 2023.	Following MAG advice will be updated and will need wide engagement with kura, immersion settings, whānau, hapū, iwi, and kura communities in 2024.

Recommended timeline for the redesigned Te Marautanga o Aotearoa | Te Tīrewa Marautanga

	2023	2024	2025	2026	2027
TMoA Te Tīrewa Marautanga	<ul style="list-style-type: none"> Introductory Te Tīrewa Marautanga sector engagement workshops. Marau ā Kura ERO research and evaluation and case studies delivered regarding kura status, level and stage of marau ā kura design and implementation. Te Tīrewa Marautanga curriculum structure initial sector engagement. Drafted curriculum policy statements and Te Reo Māori, Pāngarau (Mathematics), Pūmanawa Tangata (Social Sciences) and Te Ao Māori (Māori History & Identity) tīrewa ako. 	<ul style="list-style-type: none"> Those learning through te reo Māori, alongside whānau, hapū, iwi and wider community, have opportunities to engage with Te Tīrewa Marautanga curriculum policy statements. Kura and schools engage with Te Reo Māori, Pāngarau (Mathematics), Pūmanawa Tangata (Social Sciences) and Te Ao Māori (Māori History & Identity) tīrewa ako. (updated after MAG advice). Te Reo Māori, Pāngarau, Te Ao Māori and Pūmanawa Tangata tīrewa ako revised following wider engagement. (updated after MAG advice). Draft tīrewa ako for Toi Ihiihi (The Arts), Waiora (Health), Pūtaiao (Science) and Hangarau (Technology), Te Reo Pākehā (English), Reoruatanga. 	<ul style="list-style-type: none"> Revised curriculum policy statements available for kura and immersion settings to use to review their marau ā-kura. Update Cabinet on final Te Reo Māori & Pāngarau (Mathematics) tīrewa ako and issue NZ Gazette notice. All kura and immersion settings able to use final versions of Te Reo Māori and Pāngarau tīrewa ako and Ako Framework. Supports with implementation and PLD (providers accredited against update curriculum and Ako Framework). Kura and immersion settings wide engagement with Toi Ihiihi (The Arts), Waiora (Health), Pūtaiao (Science) and Hangarau (Technology), Te Reo Pākehā (English), Reoruatanga. These tīrewa ako revised following wider engagement. 	<ul style="list-style-type: none"> All kura and immersion settings required to use final version of Te Reo Māori and Pāngarau tīrewa ako. Te Tīrewa Marautanga the updated Te Marautanga o Aotearoa available for kura and immersion settings to use and implement. Update Cabinet on final full curriculum and issue NZ Gazette notice. 	<ul style="list-style-type: none"> Full implementation of Te Tīrewa Marautanga begins (use required).



Information Update

Drafters: Campbell Birch, Shannon Andrews, Eileen Paulin

Metis Number: 1324431

Date: 8 March 2024

Request

You have requested a summary of the outcomes and next steps as agreed at the deep dive on curriculum held in your offices on Wednesday 6 March 2024 at 6:00 p.m.

Alignment with Government priorities

This summary outlines the agreed direction and actions that you wish to take to progress curriculum and NCEA activities, including as they support the implementation of Teaching the Basics Brilliantly.

Information

Rebalancing national direction and local flexibility

You intend for updates to the national curriculum for schooling (*The New Zealand Curriculum* and *Te Marautanga o Aotearoa*) to be clearer about the developmental sequence of learning from Years 1–13 through locally contextualised learning. You also confirmed the need to clarify how the national curriculum will guide and direct knowledge rich teaching experiences. This will mean teaching and learning programmes are clear about important learning, consistently supporting children to progress and achieve, and are meaningful and engaging for every student across the country.

ACTIONS:

- We will critically review and edit the current drafts of Te Mātaiaho | the refreshed New Zealand and Te Tīrewa Marautanga | the redesigned Te Marautanga o Aotearoa so they reflect your priorities for national curriculum. This includes:
 1. deliberately shifting away from the language of school or local curriculum to instead use national curriculum and local context;
 2. strengthening existing curriculum components that provide guidance for principals | tumuaki and boards on curriculum design and review; and
 3. refining the progression models within the curriculum frameworks so that they build in year-by-year expectations.
- This creates a significant shift for leaders, teachers | kaiako, and iwi, including those who have engaged with and fed back on earlier drafts. Before we proceed with edits, we will test the planned approach for Te Mātaiaho and Te Tīrewa Marautanga with sector groups, so that sector insights and perspectives inform the direction of travel and support planned refinements.
- Revised drafts of Te Mātaiaho and Te Tīrewa Marautanga will be prepared and ready by mid-2024 for an abridged consultation alongside the revised English and Maths learning areas, and te reo Māori and pāngarau tīrewa ako, subject to your approval.

Year-by-year focus in core areas

You have confirmed your intent for the national curriculum to include clear requirements about the specific knowledge and skills schools and kura will need to cover each school year. In English and Maths, te reo Māori and pāngarau, there will be a year-by-year sequence, and in all other curriculum areas this will be addressed through differentiated phasing.

We understand you intend to retain the current timeline for regulatory expectations for curriculum to come into effect, with the updated English and Maths, te reo Māori and pāngarau curriculum areas to be required from 2025. This reflects your priority focus on lifting achievement in these core areas, including supporting learners to achieve the new NCEA co-requisite for literacy and numeracy, te reo matatini and pāngarau.

ACTIONS:

- Your curriculum Ministerial Advisory Group (MAG) is reviewing how the curriculum learning areas and draft common practice model (including the teaching sequences) work together to provide teachers with the clarity needed on year-by-year teaching expectations and how they embed effective practices based on the science of learning. Their initial report is forthcoming, and we will provide you with more detailed advice on next steps alongside it, including advice on the approach to updating Cabinet.
- We will bring together a small group of Māori medium experts to review the report from your MAG to provide guidance on the application of their advice for Te Tīrewa Marautanga. We will include this guidance in our more detailed advice to you on next steps. This will take into account mātauranga Māori in Te Tīrewa Marautanga alongside universal knowledge needed to successfully contribute to the wider world.
- To meet the planned 'mandating' timeline, the refreshed English and Maths learning areas will be updated in line with Cabinet decisions, and then, subject to your agreement, released for consultation in the second half of 2024. Following consultation, they will be reviewed, refined, and introduced as requirements for schools to use from the beginning of 2025. This approach will also be applied to the redesigned te reo Māori and pāngarau tīrewa ako.
- We will seek your agreement to the approaches to engagement, noting that the short lead-in time before requirements come into effect has potential impacts on the sector's ability to engage and the degree to which they feel consulted with and prepared to implement change. This timeline is based on the MAG having provided its final advice by May 2024, to allow time for updates to be made and draft material tested with schools, kura, whānau, hapū, iwi, and the wider public.

Building subjects into the national curriculum for senior secondary

You have indicated your intent for changes to be made to the fifth phase of learning (Years 11–13), increasing the specificity of knowledge described in the national curriculum. This entails identifying the specific subjects taught at each year level and developing year-by-year progressions for these, reinforcing alignment between the learning that cannot be left to chance and its accreditation through NCEA. Note that this will replace the Learning Matrices and Subject Learning Outcomes documents for each subject.

ACTIONS:

- As part of updates to the English and Maths, te reo Māori and pāngarau curriculum areas, we will develop year-by-year progressions for associated senior secondary subjects, and these will be ready to be released for engagement in the second half of 2024, subject to your approval.

- In all other curriculum areas, for both Te Mātaiaho and Te Tīrewa Marautanga we will develop year-by-year progressions for associated senior secondary subjects. In the first instance, this means building these into the current drafts of the refreshed science, technology, and the arts learning areas in Te Mātaiaho and writing new subject material for all senior subjects in Te Tīrewa Marautanga.
- NCEA Achievement Standards need to align to the national curriculum, so the timing of changes to the national curriculum will impact on the timing of changes to NCEA, with potential funding implications.

Indicative rephased timeline for curriculum and assessment change programme

Year	Curriculum Actions	NCEA Actions
2024	<ul style="list-style-type: none"> • Updated English and Maths, te reo Māori and pāngarau curriculum areas, including year-by-year sequencing and senior secondary subjects. • Development of Te Ao Māori (Māori History & Identity) and Pūmanawa Tangata (Social Sciences) tīrewa ako content. • Redevelopment of science, technology and the arts learning areas to include senior secondary subjects. • Draft common practice model and Ako framework updated and released for wider sector and public engagement. 	<ul style="list-style-type: none"> • Level 1 NCEA mandated. • Literacy and numeracy, te reo matatini and pāngarau NCEA co-requisite mandated.
2025	<ul style="list-style-type: none"> • English and Maths, te reo Māori and pāngarau mandated in all schools and kura. • Science, technology, and the arts released for wider sector and public engagement. • Redevelopment of social sciences learning area to include senior secondary subjects and Aotearoa New Zealand's histories coalition commitment. • Learning languages and health & P.E. learning areas developed, including senior secondary subjects. • Common practice model and Ako framework available for use. • Development of Pūtaiao and Hangarau, Waiora, Toi Ihiihi, and Te Reo Pākehā, including senior secondary subjects. 	<ul style="list-style-type: none"> • All Level 1 NCEA subjects, updated to reflect updated national curriculum. (rolled out in 2026)
2026	<ul style="list-style-type: none"> • Common practice model and Ako framework mandated. • Social sciences, science, technology, and the arts, Pūtaiao and Hangarau, Waiora, Toi Ihiihi, Te Reo Pākehā available for use. 	<ul style="list-style-type: none"> • Proposed Level 2 NCEA tested and finalised • Proposed Level 3 NCEA standards developed.
2027	<ul style="list-style-type: none"> • Fully updated national curriculum mandated. 	<ul style="list-style-type: none"> • Proposed Level 2 NCEA mandated. • Proposed Level 3 NCEA tested and finalised.
2028	<ul style="list-style-type: none"> • All schools and kura using the updated national curriculum. 	<ul style="list-style-type: none"> • Proposed Level 3 NCEA mandated.