



Draft mathematics and statistics (Years 0 - 8) survey

Introduction

We have reached an important milestone in our journey to improve the national curriculum and are now seeking your informed insights and valued feedback on the updated draft Years 0 to 8 mathematics and statistics (maths) learning area. This is an important opportunity to jointly progress this content with you so it's ready to start to be brought to life in every school and kura next year.

Please take the opportunity through the consultation period **(12 August to 6 September)** to tell us what you think about the updated mathematics and statistics for Years 0 to 8.

Approach

The survey focuses on phases 1 - 3 of the draft mathematics and statistics learning area. The questions specifically focus on the following parts:

- Learning area structure: how well is this content introduced for the learning area?
- Teaching Guidance: is there sufficient guidance for teachers to explicitly teach the learning area content?
- Does the year-by-year teaching sequence support teaching and learning?

You will need to have the draft content available for reference as you progress through the survey. The content can be found here [Draft Maths Curriculum — Open for Consultation \(education.govt.nz\)](https://www.education.govt.nz/draft-maths-curriculum/)

We recommend that the survey be completed as a group but we also welcome individual responses where a group approach is not possible. Some of the questions will ask you to focus on one phase of learning (i.e. Phase 1, years 0 - 3) so it is best to group yourselves in this way, but you can provide feedback on more than one phase. It will take about 30 minutes to complete the full survey.

Is this the final presentation?

The draft learning area is currently presented as a PDF for your feedback. It is not yet formatted for online or the final hard copy. We have focus groups of teachers and principals providing advice on an online format of the curriculum.

You can expect the final product will be designed to bring the national curriculum to life in a way that is interactive and easy to navigate and connected to valuable resources we will build on over time. Hyperlinked resources will be accessible on Tāhūrangi. For examples of how this will look you can see: [British Columbia](#), [Australia](#) and [Singapore](#).

We want to have a national curriculum that can work for all teachers and kaiako – whatever level of experience. As you provide your feedback, please consider how this document will support teachers anywhere on their teaching journey, but especially our new beginning teachers as they build confidence and fluency in the curriculum content and sequence.

What you will recognise in The New Zealand Curriculum and what is new

The updated learning areas will sit within The New Zealand Curriculum framework (Te Mātaiaho).

We will continue to refine this framework alongside the development of all learning areas.

As part of supporting the great work you do every day as teachers and leaders, we have built on and improved previous versions of the maths learning area of The New Zealand Curriculum (NZC), incorporated feedback and engagement undertaken over the last four years and added year-by-year teaching sequences.

We have also completed and combined the work of the Common Practice Model (CPM) into the maths learning area to ensure that you can access all key curriculum materials in a single document. This work has been independently reviewed by the Education Review Office (ERO), drawing on their leadership partners from schools and kura around the country.

You will recognise:

- The New Zealand Curriculum Framework (Te Mātaiaho)
- The Understand Know Do (UKD) model
- Phases of learning
- Progress outcomes
- Previously seen elements of the Common Practice Model

What you will notice that is new:

- Year-by-year teaching sequences and increased teaching guidance to reduce workload on you and provide clarity on what should be taught and when. This change means that schools will not have to create teaching sequences themselves, freeing up teachers to focus on building exciting teaching and learning programmes that bring this content to life.
- The New Zealand Curriculum and the draft Common Practice Model combined into one place.

The feedback we are seeking from you is critical to the continual development of the curriculum and ensuring we have a high-quality product that supports teaching and learning.

Resources

We invite you to tell us which parts of this content you may require more supporting resources for in 2025 and if there are areas of the content that don't yet have sufficient detail. We would also love to hear of any existing resources you believe will be useful to support you with the implementation of the learning area content. There is a set of questions where you can give us feedback on implementation.

We will be providing every school with high quality, curriculum-aligned resources such as detailed teacher guides and student workbooks to assist teachers and kaiako to implement the updated curriculum and to reduce workload as much as possible.

Alongside this, professional learning and development (PLD) offerings will be provided in all aspects of the maths and pāngarau content for Years 0-8. Skilled facilitators will model the best teaching practices for you to use in your teaching. To kick-start this, we will be providing access to maths and pāngarau professional learning days.



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Privacy

This survey does not intend to collect any personal information that identifies you or other individuals. However, if any such information is provided, it will be treated in accordance with the Privacy Act 2020. We ask that you provide your organisation name and/or your role for analysis purposes. No individuals or organisations will be named or identified in any reports written from this feedback process. Your responses will be held in a secure Ministry business system. The New Zealand Council for Educational Research (NZCER) will be analysing the feedback and writing a report for the Ministry of Education. Responses may be subject to release if they are requested under the Official Information Act. If we have to release your response, we will seek to protect your privacy, including not disclosing your identity to the full extent permitted by the law. Your survey response will be retained while we complete analysis and reporting and for six months before being securely disposed of.



Demographic questions

* 1. How are you responding to this survey?

- ☐ From a school
- ☐ From another education organisation
- ☐ Other

Demographic questions - Schools

* 2. What is the name of your school?

3. What is your school ID? (leave blank if unsure)

4. Please indicate whether this response is from:

- ☐ An individual
- ☐ A group

5. What is/are your role/s within your school? (Select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Provisionally registered teacher | <input type="checkbox"/> Deputy / Assistant / Associate principal |
| <input type="checkbox"/> Fully registered teacher | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Specialist teacher | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Team / Syndicate leader | |

Demographic questions - Other education organisations

6. What is the name of your organisation? (Optional)

7. Please indicate whether this response is from:

☐ individual

☐ group

8. What best describes your role/group?

☐ Academic/Tertiary provider

☐ Early childhood education provider

☐ Facilitator/Professional development provider

☐ Research

☐ Other (please specify)

Demographic questions - Other

9. Please indicate whether this response is from:

☐ An individual

☐ A group

10. What best describes your role/group?

☐ Academic/Tertiary provider

☐ Research

☐ Early childhood education
provider

☐ Member of the public

☐ Facilitator/Professional
development provider

☐ Other (please specify)

Purpose statement

This section describes the value that the mathematics and statistics learning area provides students as they progress through school. The purpose statement for mathematics and statistics will be finalised and available alongside the completed mathematics and statistics learning area content for Years 0 to 13 as this is finalised.

Understand-Know-Do overview

This section lays out the overview of the mathematics and statistics knowledge-rich content that students explore throughout their schooling. The mathematics and statistics UKD Overview will be finalised and available alongside the completed learning area content for Years 0 to 13 as this is finalised.

Phases 1 - 3: Mathematics and statistics learning area structure

This section describes how the UKD progress outcomes are woven through in the teaching sequence. The structure supports teachers to know what to teach over the years in each phase. The science of learning statement explains why this structure supports learning.

* 11. Please indicate your level of agreement with the following statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The learning area structure clearly shows how the strands (number, algebra, measurement, geometry, statistics, probability) are displayed in the mathematics and statistics learning area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Phases 1 - 3: Teaching guidance

This section supports teachers to think about the development of a comprehensive learning programme, key aspects of planning and the use of standardised assessment tools.

* 12. Please indicate your level of agreement with the following statements about the phases 1 to 3 teaching guidance:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The language is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching guidance will support effective practice in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We can see how we can build on what we are already doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What is not present in the teaching guidance that you would expect to see?



Questions about each phase

Phase 1: Years 0 to 3 *Thriving in environments rich in literacy and numeracy*

* 14. Do you want to give feedback on Phase 1?

☐ Yes

☐ No

Phase 1: Years 0 to 3

Thriving in environments rich in literacy and numeracy

Phase 1 Progress outcome

This describes what students are expected to understand, know, and be able to do by the end of phase 1.

* 15. Please indicate your level of agreement with the following statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The UKD progress outcome for phase 1 clearly communicates what students need to be able to know, understand, and do by the end of phase 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Phase 1 Year-by-year teaching sequence

The teaching sequence lays out the aspects of teaching that are critical for each year with the first six months also included in phase one. There are evidence-based ways of teaching these and they are described in the teaching methods.

* 16. Please indicate your agreement with the following statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is clear how the year-by-year teaching sequence builds towards achievement of the phase 1 UKD progress outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 17. Please indicate your level of agreement with the following statements about the phase 1 year-by-year teaching sequence:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The information provided helps teachers to design and deliver effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of detail feels right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is correct for each year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We can see how we can build on what we are already doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content will be easy for teachers to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods will help teachers to explicitly teach the year-by-year sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The highlighting of critical steps in the teaching sequence will help teachers identify students who are at risk of falling behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Is there anything else you would like to see within the teaching sequence that will support learners to be successful in learning?

* 19. Do you/anyone in the group currently teach learners at phase 1?

☐ Yes

☐ No

Questions about each phase

Phase 2: Years 4-6

Expanding horizons of knowledge and collaborating

* 20. Do you want to give feedback on phase 2?

☐ Yes

☐ No

Phase 2: Years 4-6

Expanding horizons of knowledge and collaborating

Phase 2 Progress outcome

This describes what students are expected to understand, know, and be able to do by the end of phase 2.

* 21. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The UKD progress outcome for phase 2 builds on the learning from phase 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UKD progress outcome for phase 2 clearly communicates what students need to be able to know, understand, and do by the end of phase 2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Phase 2 Teaching sequence

The teaching sequence lays out the knowledge-rich aspects of teaching that are critical for each year. There are evidence-based ways of teaching these aspects and they are described in the teaching methods.

* 22. Please indicate your level of agreement with the following statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is clear how the year-by-year teaching sequence builds towards achievement of the phase 2 UKD progress outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 23. Please indicate your level of agreement with the following statements about the phase 2 year-by-year teaching sequence:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The information provided helps teachers to design and deliver effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of detail feels right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is correct for each year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We can see how we can build on what we are already doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content will be easy for teachers to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods will help teachers to explicitly teach the year-by-year sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The highlighting of critical steps in the teaching sequence will help teachers identify students who are at risk of falling behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Is there anything else you would like to see within the teaching sequence that will support learners to be successful in learning?

* 25. Do you/anyone in the group currently teach learners at phase 2?

☐ Yes

☐ No

Questions about each phase

Phase 3: Years 7 and 8

Seeing ourselves in the wider world and advocating with and for others

* 26. Do you want to give feedback on phase 3?

☐ Yes

☐ No

Phase 3: Years 7 and 8

Seeing ourselves in the wider world and advocating with and for others

Phase 3 Progress outcome

This describes what students are expected to understand, know, and be able to do by the end of phase 3.

* 27. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The UKD progress outcome for phase 3 builds on the learning from phase 2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UKD progress outcome for phase 3 clearly communicates what students need to be able to know, understand, and do by the end of phase 3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Phase 3 Teaching sequence

The teaching sequence lays out the aspects of teaching that are critical for each year. There are evidence-based ways of teaching these and are described in the teaching methods.

* 28. Please indicate your level of agreement with the following statement.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is clear how the year-by-year teaching sequence builds towards achievement of the phase 3 UKD progress outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 29. Please indicate your level of agreement with the following statements about the phase 3 year-by-year teaching sequence:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The information provided helps teachers to design and deliver effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of detail feels right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is correct for each year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We can see how we can build on what we are already doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content will be easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods will help teachers to explicitly teach the year-by-year sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The highlighting of critical steps in the teaching sequence will help teachers identify students who are at risk of falling behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Is there anything else you would like to see within the teaching sequence that will support learners to be successful in learning?

* 31. Do you/anyone in the group currently teach learners at phase 3?

- ☐ Yes
- ☐ No

Overall comments

* 32. Please indicate your level of agreement with the following statements about the draft mathematics and statistics Years 0 to 8 content:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is knowledge rich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is underpinned by the science of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is organised logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It uses consistent and clear language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear and easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is inclusive of evidence informed teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is internationally comparable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is inclusive of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Please comment on your responses.

Support materials for mathematics and statistics

The following questions focus on support materials and are for school respondents only. If you are not from a school, please skip these questions by selecting No.

* 34. Do you want to give feedback on support materials?

☐ Yes

☐ No

Support materials for mathematics and statistics

* 35. Which parts of this learning area might you need more support to better understand so that you can integrate it into your mathematics and statistics programme next year?

	No support	Some support	A lot of support
The learning area structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UKD progress outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching guidance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What existing resources and support materials will be useful to support you with the implementation of the mathematics and statistics learning area?

Closing

Are you happy for us to contact you to follow up on any of your feedback or to ask about your experience engaging with the draft learning area content?

37. If so, please provide your email address (please use your school email address if you are responding from a school)

Email address
(Optional)