



## **Introduction**

The draft learning area for English Years 0-6 in the New Zealand Curriculum (NZC) is now available and we welcome your valuable insights. The final version is due to be released in Term 4.

Please take the opportunity during the consultation period (26 August to 20 September) to tell us what you think.

## **Approach**

The survey focuses on phases 1 - 2 of the draft English 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 English Curriculum - Open for Consultation](#)

## **Is this the final presentation?**

The draft English learning area is currently presented as a PDF for your feedback. This 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.

The final version will be interactive, easy to navigate and connected to valuable resources that we will continue to add to over time including to view different aspects of the curriculum, e.g. by year group.



### **What you will recognise in the draft English learning area and what is new**

The updated English learning area will sit within The New Zealand Curriculum framework (Te Mātaiaho). This framework will continue to be refined 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 English 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 English 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 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:**

- Increased teaching guidance and year-by-year teaching sequences to reduce workload on you and provide clarity on what should be taught and when
- The NZC and the CPM completed and 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.

### **Your questions answered**

The new English and Te Reo Rangatira (0-6) and maths and pāngarau (0-8) curriculum will be required for use from Term 1 2025. But our work to jointly progress the content with you won't stop there. We know you'll have important insights and experiences to share with us as you bring the content to life in your classrooms.

We will gazette the full Years 0-13 English, Te Reo Rangatira, maths, and pāngarau curriculum at the end of 2025 for required use in 2026. As feedback is provided from use, we will make amendments to the new English and Te Reo Rangatira for Years 0-6 and maths and pāngarau for Years 0-8 curriculum during the course of next year.

## **Resources**

We invite you to tell us which parts of this content you may require more supporting resources for in 2025. 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. We would like to know if there are areas of the content that don't yet have sufficient detail. There is also a set of questions where you can give us feedback on implementation.

We know schools will be at different places as you start to use the updated English learning area next year. We'll support you in a range of ways as you implement the updated content including with Professional Learning and Development (PLD) The first cohort of Years 0-3 teachers is now receiving new PLD in structured literacy approaches delivered by Ministry-approved providers. Applications for the second cohort of Years 0-3 teachers open 26 August, with an expansion to teachers of Years 4-6 in 2025.



## **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)

Provisionally registered teacher

Deputy / Assistant / Associate principal

Fully registered teacher

Principal

Specialist teacher

None of the above

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:

- An individual
- A 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 of the curriculum document describes the value that the English learning area provides students for their education and future as they progress through school. The purpose statement for English will be updated as we complete the learning area content for the full Years 0 to 13.

**Understand-Know-Do overview**

This section lays out the overview of the English knowledge-rich content that students explore throughout their schooling. The UKD Overview for English will be updated as we complete the learning area content for the full Years 0 to 13.

**Phases 1 and 2: English 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 and introduces oral language, reading, and writing strands.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The learning area structure clearly shows how the strands (oral language, reading, and writing) are represented in the English learning area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning area structure clearly shows how phase 2 builds on phase 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Phases 1 and 2: 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.

It describes the science of learning in practice, explicit teaching, elements of structured literacy approaches, positive relationships with oral language, reading and writing, and working with texts.

\* 12. Please indicate your level of agreement with the following statements about the phases 1 and 2 **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?

### Phases 1 and 2: Planning guidance

This section supports teachers with guidance about what to pay attention to when planning teaching in literacy. It describes planning for an hour a day, variability in learning, assessment, and effectively grouping practices.

\* 14. Please indicate your level of agreement with the following statements about the phases 1 and 2 **planning 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 planning 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"/>

15. What is not present in the **planning guidance** that you would expect to see?

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above. The box is positioned in the upper left quadrant of the page.



## Questions about each phase

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

\* 16. 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 UKD progress outcome

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

\* 17. 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 knowledge-rich 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 aspects and they are described in the teaching methods.

\* 18. Please indicate your agreement with the following statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The UKD progress outcome is clearly displayed together in the year-by-year teaching sequence for this phase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



\* 22. Please indicate your level of agreement with the following statements about the phase 1 year-by-year **teaching methods**:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The teaching methods and examples 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 teaching methods and examples will help teachers design and deliver effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

\* 24. 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*

\* 25. 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.

\* 26. 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.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The UKD progress outcome is clearly displayed in the year-by-year teaching sequence for this phase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



\* 31. Please indicate your level of agreement with the following statements about the phase 1 year-by-year **teaching methods**:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The teaching methods and examples 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 teaching methods and examples will help teachers design and deliver effective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

\* 33. Do you/anyone in the group currently teach learners at phase 2?

- Yes
- No



## Overall comments

\* 34. Please indicate your level of agreement with the following statements about the draft English years 0 to 6 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"/>

35. Is there anything else you would like to see within the 0 to 6 English learning area that will support students to be successful in their learning?



## Support for English

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

\* 36. Do you want to give feedback on support materials?

Yes

No



## Support for English

\* 37. 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"/>

38. What existing resources and support materials will be useful to support you with the implementation of the English learning area content?



## **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?

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

Email address  
(Optional)