Make it Count
Maths resources

Helping you choose your school's resources

From 2025, schools throughout New Zealand with students from Year 0–8, will be provided with maths resources as part of "Make it Count – A maths action plan."

These resources will support schools with the implementation of the revised Maths Curriculum Year 0-8 which is compulsory to use from 2025.

The resources will be provided to schools by the Ministry at no cost for two years, after which time you will have the opportunity to reassess whether they are still meeting the needs of your students and teachers. Over this same period, teachers will have the opportunity to engage with Maths PLD provided by the Ministry. This will focus on developing teacher knowledge and understanding of the Maths Curriculum Year 0–8.

Below are some questions, prompts and activities to assist your school with selecting the Maths resources that will best suit the needs of your students and teachers.

1. Review your current maths resources

a. **Identify and collect examples of the maths resources you currently have in your school. Divide these up into learning phases 1, 2 & 3. What do you notice about the provision of resources across the phases of learning?**

b. **Which of these resources (textbooks, workbooks, equipment) do you use regularly in your classes?**

c. **Are there resources that you can stop using (e.g. materials that are directly related to outdated initiatives)?**

d. Are there existing resources you use that may not align with the revised maths curriculum?

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e. Based on what is available for ordering, which resources could complement what you already have?

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f. How are your current resources stored and accessed by students and teachers? How will your selected resources be stored and accessed by learners and teachers?

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2. Consider the needs of your students

a. Using your student maths achievement data, how well do your students learn in maths? Are they making expected progress and achieving as expected? How do you know?

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b. Using your student maths achievement data, what are the strengths and areas for improvement across the phases and school wide?

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c. How and when are your maths resources being used to support student maths learning?

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d. Knowing your students across the learning phases, what type of resources do they find engaging and motivating?

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e. Which resources are available for selection that could reduce barriers for your students?

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f. What do your current learning environments look like? How could your selection of resources provide greater flexibility in students' learning environment?

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3. Consider the needs of your teachers

a. Consider the pedagogical and content knowledge of your teachers across phases. Are teachers able to identify and remedy misconceptions? Are teachers confident in planning and teaching a sequence of lessons that advances student learning?

b. How have you implemented the hour a day initiative? Are new mathematical concepts being taught explicitly and intentionally?

c. Are your teachers planning and teaching maths confidently, or mostly confidently, and need a 'dip-into' resource to support some components of the maths curriculum?

d. Do your teachers need more explicit support in planning and teaching maths confidently (some resources provide daily lesson plans with detailed teaching guidance)?

e. How are teachers using resources to support learning? What is working well and what needs to be improved?

f. How skilled are your teachers at ensuring equitable access to the curriculum?

g. Spend some time looking at the new curriculum. Which aspects will your teachers need support with? Which resources could you select that would support this need?

4. Select a package of maths resources per learning phase for your school

a. Will you need resource packages from different suppliers to meet the needs of your students in different phases of learning? Look at what is being offered for each phase of learning from each of the suppliers.

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b. If you are considering resource packages from different suppliers, how will you manage transitions between phases of learning? How will you ensure continuity of learning and progression?

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c. Consider the needs of your students and teachers. How might these be different and/or change with each phase? How would new teachers to your school be supported in using these resources?

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d. Is there a supplier whose offerings can meet the needs of all your students and teachers across phases of learning? Consider the advantages and disadvantages of selecting one supplier.

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