Get Ready and Prepare for Implementing English Years 0-6 and mathematics and statistics Years 0-8 learning areas.

About this resource

From Term 1 2025, schools and kura will be required to teach the revised English Years 0-6 and mathematics and statistics Years 0-8 learning areas. The revised learning areas have been strengthened to support teachers to know what to teach, when, and how, based on the science of learning, which provides them with effective teaching strategies and practices.

Who is this resource for?

This is a resource pack with activities designed to help school leaders facilitate sessions to prepare and get ready for the implementation of the revised learning areas English and mathematics and statistics. We understand that every school is working from a unique place within the change process. Use this resource pack flexibly to meet your teachers' current needs.

How is it organised?

The activities are organised in the order of the English and mathematics and statistics learning area content, supporting leaders and teachers to notice, recognise and respond to the learning area content and structure and to enable teachers to connect with **what they already know and do**.

The sessions will enable teachers to:

- ✓ **notice** the key updates in the English Years 0-6 and mathematics and statistics Years 0-8 learning areas
- ✓ **recognise** the science of learning and knowledge-rich approaches woven to support student learning
- ✓ enable teachers to **respond** through evidence-based practices benefiting students, teachers, parents, and whānau
- ✓ be **prepared** for implementation from 2025.

What does the resource pack include?

This pack incorporates knowledge-building activities for preparing to implement English Years 0-6 and mathematics and statistics Years 0-8. The activities are aligned with the Ministry's *Implementing the National Curriculum* guiding school leadership to **get ready** and **prepare for implementation 2025.** Approximate durations have been given for the tasks, but these are an indication only. The activities are designed to be explored over a series of professional development sessions.

Focus of activities (all activities are supported with the slide deck)**.**

- ➢ The design of the activities helps teachers and leaders to get a sense of familiarity drawing from their current practice of planning and teaching from the progression model in social sciences and earlier learning area drafts.
- ➢ The activities are designed to develop teachers' knowledge and understanding of the English and/or mathematics and statistics learning area structure to prepare for implementation in 2025
- ➢ Following each activity is an opportunity for group reflection and review of current practices and the opportunity for teachers to put forward their questions, responses and feedback. The use of graphic organisers enables leaders to capture teachers' responses and insights, promoting active engagement in sessions, teachers to be reflective of the new learning, and fostering of self-directed learning.
- ➢ Activities are designed to provide teachers scope over both English and mathematics and statistics, noting also approaches and dispositions specific to each learning area. Teachers will observe the revised learning areas, share a consistent structure and progression model for ease of use.
- ➢ The activities encourage small group conversations for insights to be shared with the broader team.

Facilitation Resource for English Years 0-6 and mathematics and statistics Years 0-8

Te Mātaiaho | The New Zealand Curriculum

Starting points into implementing the revised English Years 0-6 and mathematics & statistics Years 0-8

Connecting to where your schools is at …….

- If your school has teachers already leading in practice of planning and teaching with the progress outcomes – UKD in **social sciences**, use *their expertise to support or lead parts of the facilitation*.

- If your school has **participated in the consultation** – **engagement of English and/or mathematics & statistics** ….. thank you for your valuable feedback, we have shaped and revised the English Years 0-6 and mathematics and statistics Years 0-8, so they now include evidence-based teaching practices and year-by-year sequences. *You will be able to see the inclusions respond to calls from teachers, kaiako and leaders for a curriculum, and supports that are clearer, more consistent, and easier to use and access.*

- If your school is focused on the **structured literacy approaches**: *you may want to …*
  1. Look to the English learning area to see the elements of structured literacy approaches are woven into the teaching sequence statements and considerations.
  2. Look at the Teaching Guidance 'Developing a comprehensive teaching and learning programme' at the beginning of the document (pages 22 and 23) as well as in the introduction for the teaching sequence at each phase (page 32 and pages 80 - 81), and specifically these two components:
     a. explicit teaching – this details 'how' to teach structured literacy approaches
     b. structured literacy approaches – this lists the elements, which are 'what' to teach
  3. Notice oral language is now a strand within the learning area. Spend time reading the focus and purpose of this strand and the inclusive description of what is covered on page 19. Explore the oral language teaching sequences for the content that would benefit from being explicitly taught.
  4. Writing – explore the writing strand for specific year-by-year teaching guidance to support meeting the requirement of teaching writing for at least one hour a day.

- If your school is preparing to use the Ministry funded **mathematics and statistics resources** for the year ahead, you may want to:
  1. Read through the information about how your chosen resources align with the refreshed mathematics and statistics learning area and they are used to support planning.
  2. Read about the PLD opportunities offered by the provider of your chosen resources and discuss how your school could plan for and access these opportunities.

Leading change

Change takes time – each school will be starting from a different point on their journey towards confidently and capably teaching the revised English Years 0-6 and mathematics and statistics Years 0-8 learning areas.

No school needs to feel like they are on their own on this journey. You will find in *Implementing the National Curriculum* the available supports and services to help you lead the change in your school/network.

Change Leader actions	Supported by
➢ Unpack the detail to lead with clear direction	1. English Years 0-6 and mathematics and statistics Years 0-8 videos 2. English Years 0-6 and mathematics and statistics Years 0-8 documents 3. Implementation of English Years 0-6 and mathematics and statistics Years 0-8 facilitation notes and slide deck
➢ Find your school's starting point	1. English Years 0-6 and mathematics and statistics Years 0-8 videos 2. English Years 0-6 and mathematics and statistics Years 0-8 documents 3. English Years 0-6 and mathematics and statistics Years 0-8 facilitation notes and slide deck
➢ Recognise existing strengths and expertise to build from	Your school will already have champions in planning and teaching from the progression model in social sciences and draft learning areas – recognise and empower your teachers to help lead the change
➢ Reconcile where you are currently and consider what support is required	Use *Implementing the National Curriculum* page 2
➢ Examine everyone's reactions to the changes and approaches and why they may be feeling this way	The Educational Leaders website Engaging in courageous conversations / Leading staff / Culture / Home - Educational Leaders
➢ Implementation mapping and strategic planning	1. Read and share with your school Board the revised '*Board requirements'* found in the learning areas. 2. Refer to *Implementing the National Curriculum* for implementation guidance.

Links to further resources:

- What you told us report English Years 0-6
- What you told us report mathematics and statistics Years 0-8
- Glossary
- English Years 0-6 video
- mathematics and statistics Years 0-8

Orientation to New Zealand Curriculum English Years 0-6 and mathematics and statistics Years 0-8 learning areas (10 mins)

Aim: Orientate teachers into the **English Years 0-6 and mathematics and statistics Years 0-8**– the intended objectives and outcomes and the case for change.

Resources required:

- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8 slide deck
- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher
- The Science of learning explained
- *Implementing the National Curriculum* A3 poster
- Sticky notes and pens
- Whiteboard or large paper and marker pens

Activity:

Show slide 2 *Te Mātaiaho |The New Zealand Curriculum karakia*

Ask the teachers to join you in the Te Mātaiaho |The New Zealand Curriculum karakia to open the session.

Show slide 3 - *Objective and proposed outcomes*

Explain to teachers they will be actively engaging in a series of professional development sessions, to explore the revised learning areas of English Years 0-6 and mathematics and statistics Years 0-8.

Show slide 4 - *Implementing the National Curriculum*

Ask teachers to notice guided actions for 2024 to implement in 2025 the revised English and mathematics and statistics learning areas – and from Term 1 2025 they are required to teach from the revised learning areas. *(Refer to page 2 of the Implementing the National Curriculum poster)*

Explain that the implementation pack activities are aligned and designed to support the 'knowledge-rich curriculum' and 'quality practice' actions outlined to 'Prepare' (Term 4 2024) in *Implementing the National Curriculum* *(Refer to page 2 of the Implementing the National Curriculum poster)*

Show slide 5 *Implementation Timeline*

Note: 2025 release of other learning areas for feedback and for teachers to use in 2025, with the requirement to teach at the start of 2027.

Show slide 6 *Supports and services available*

Talk about the professional development and supports that are available to support teachers. *(Refer to page 2 of the Implementing the National Curriculum poster)*

Understand the reason for the change.

Show slide 7 *Case for Change*

Read together, the 'case for change' slide that outlines the curriculum goals to meet the government's education priorities.

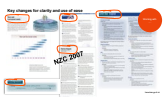
Give teachers time to consider and share what they know about the reason for the revised curriculum, what this means for learners at your school.

Ask teachers to turn to page 5 Te Mātaiaho |The New Zealand Curriculum.
They will see the five characteristics of how we learn, that have shaped how the curriculum is designed to help students build knowledge, skills, and competencies over time.

Discuss how your school is already responding and implementing practices aligned to Te Mātaiaho |The New Zealand Curriculum- a knowledge-rich curriculum, informed by the science of learning.

Facilitator note:
Explore this section at a level that fits with your staff's understanding of the reason for the changes.
(Refer to the presenter notes for slide 8 for details about the *background and historical context for strengthening the national curriculum, and the current government's education priorities*)

Enable teachers to share any reservations, questions, or feelings at this point.
Prompt teachers to frame their thoughts into wonderings e.g. 'I wonder then, if …….?
Create a Te Mātaiaho | The New Zealand Curriculum Wondering Wall.
Collate teachers' wonderings on a whiteboard or large paper. As you work through the sessions, and as new learning unfolds, take teachers back to revisit the wall to reflect on their questions and track their understanding.



Show slide 8 *Key changes for clarity and ease of use*

Ask the staff to think about the constraints the 2007 National Curriculum presented. What did teachers do to support their practice, to find direction and to seek clarity?
Prompt the discussion with questions such as:
How clear and easy to use is the current 2007 curriculum?
How does the 2007 curriculum show progression in student learning?
What guidance does the curriculum offer in terms of what to teach, when to teach and how to teach?
What adaptations would you like or expect to see in a curriculum, that would make a curriculum clear (about the teaching and the learning) and easy to use?

Show slides 9 and 10 – *English and mathematics and statistics content page.*

Explain to teachers that now informed of the reasons for change, the next session will be helping teachers to:

1. **notice** the key parts in the English and mathematics learning areas, and how the curriculum learning area content and structure makes it clear and easy to use for teachers
2. **recognise** how the science of learning and knowledge-rich approaches are woven together in the UKD structure to support student learning.

Notice The New Zealand Curriculum learning areas - knowledge rich, informed by the science of learning and framed within the whakapapa of Te Mātaiaho \|The New Zealand Curriculum

- ***the key parts in the English Years 0-6 and mathematics and statistics Years 0-8 learning area***

Resources required:

- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8 slide deck
- Large paper headed 'SWOT' (Strengths, Weakness, Opportunities, Threats)- analysis tool
- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher

Show slide 12 *Title page for Te Mātaiaho \|The New Zealand Curriculum English and mathematics & statistics*

Explain that Te Mātaiaho \|The New Zealand Curriculum is the name of the New Zealand Curriculum framework.

Show slide 13 *Te Mātaiaho \|The New Zealand Curriculum – Mātaiaho*

Explain Mātaiaho houses the progression model, essential pedagogies and the learning areas in the whakapapa. The framework will be refined alongside the development of all learning areas.

Ask teachers to take a moment and explore the English or mathematics and statistics learning areas and navigate their way through from the contents page.

Say: *You will notice and recognise:*

- *the Understand Know Do 'Progress outcome - UKD' model*
- *that there are still phases of learning*
- *and progress outcomes.*

Remind teachers the revised learning area content spans:

- **English** = 2 phases at this point of time (Years 0-6)
- **Mathematics and statistics =** 3 phases (Years 0-8)

Facilitator note

The next section will refer teachers to the specific learning area content. A **general statement** about the learning area content is included also and can be found on page 8 and 9 in each of the learning area documents.

Show slides 14 and 15 *English and mathematics & statistics learning area structure*

Explain the English and mathematics and statistics are the first of the learning areas in reflection of what we gathered through Korero Mātauranga, and the current government's education priorities.

Inform teachers in this section – Notice the New Zealand Curriculum learning areas, the session will help teachers to build a collective understanding of the English and mathematics and statistics learning area structure.

Acknowledge that some teachers may have a greater understanding or experience with the revised areas than others from working with previous drafts and implementation of social sciences and previous draft versions of English and mathematics and statistics progress outcomes – UKD.

Provide a glance:
Ask teachers to open the learning area documents and begin to notice:

What they will be familiar with:

1. **Progress outcomes**:

- Are the signposts at the end of each phase of learning indicating what students understand, know and can do sufficiently at key points in the schooling pathway.
- **UKD** frames the knowledge students will experience at the end of a phase
  - **Understand** – the deep and enduring big ideas and themes that students develop understanding of over the phases.
  - **Know** – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices.
  - **Do** – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.

2. **Critical focus** for each phase draws on evidence for a sustained, strengths-based focus on the student and their social, emotional, and cognitive learning. Each phase has within it a year-by-year focus which helps with teaching and learning. Each critical focus cumulatively builds on the phase before.

3. **Phases of learning**

Facilitator Note: Currently the English learning area is released for Years 0-6 = 2 phases, and mathematics and statistics Years 0-8 is released in 3 phases. Other phases will be available for feedback in November 2024 for feedback and use, and required to teach in 2026.

- Each learning area will have five phases of learning. Currently English = 2 phases and mathematics and statistics = 3 phases. (other phases will be available for feedback in November 2024 for feedback and use and required to teach in 2026).
- Each phase covers two to three years of school which reflects how most schools organise learning across Years levels (see Learning area content pages 8 and 9).
- This is a change from NZC 2007 levels – teachers will know what to teach, when to teach and how to teach content for their phase.
- Each phase has a progress outcome - UKD describing what students understand, know and can do by the end of the phase. This is a change from NZC 2007 broad achievement objectives.

Draw teachers' attention to the new parts:

The learning areas have added strands and sub strands

- Mathematics and statistics now have six strands with several sub-strands (change from NZC 2007 = three). The six strands are found in the 'Know' in the progress outcome - UKD ('knows' describe the meaningful and important concepts and procedures in mathematics and statistics):
  1. Number
  2. Algebra
  3. Measurement
  4. Geometry
  5. Statistics
  6. Probability

- English at phase 1 and 2 has three strands with a number of sub-strands
  1. Oral language (now incorporated within the curriculum)

2. Reading
3. Writing

Teaching sequence and teaching considerations within each phase

The teaching sequence support teachers to know what to teach, when and how from one progress outcome -UKD to the next.
Teaching considerations of how to teach. While all statements of what to teach are important for student progress the stem 'Informed by prior learning, teach students to:' is there to remind teachers to use their professional judgement and use of assessment information to know when to teach what content and how to teach it in response to prior knowledge, strengths, and experiences that students bring.

Language of mathematics and statistics

In mathematics and statistics, at the end of each phase, you will find a 'language of mathematics and statistics' – see pages 52, 80 and 100. Teachers will get a sense of the 'language specific to mathematics' students will develop within and across the phases of mathematics and statistics.

Show slide 16 *Getting a sense of the revised learning areas*

Explain that the new parts add the 'clear and ease of use' – that is, the planning and teaching guidance year-by-year teaching sequences and the teaching considerations. These have been added to reduce a teacher's workload by providing clarity on what should be taught, when and how.

Give teachers a moment to look through the learning areas and add to their 'wonderings.'

Say: *You may have heard of a Ministry of Education resource that was developed (but not published) called the Common Practice Model. It was decided, that instead of having a curriculum ('the What to teach') and a separate resource on the 'How to teach' that the new learning areas will include key components from the Common Practice Model to provide guidance on the best teaching approaches to use.*

Show slide 17 *Starting point – building on*

Share the next activity will be to conduct a short self-review of our current practice designing teaching and learning from the progress outcome - UKD, identifying strengths to draw from, such as staff expertise of curriculum design, planning from the progress outcome - UKD and the progress outcome - critical focus.

Ask teachers to think back to the introduction of the progress outcome - UKD within the release of Te Mātaiaho | The New Zealand Curriculum draft, English and mathematics and statistics drafts, and social sciences.

Encourage the teachers to share how they went about upskilling themselves in the new structure in phases, with a critical focus, progress outcome - UKD, new content, and practices to implement in their teaching and learning programmes.

Create a **SWOT graphic organiser** (strengths, weaknesses, opportunities, threats analysis tool) on the white board or on large paper of key tactics and approaches teachers share that were effective to support implementation.
Possible responses could include:

- **Strengths:** Collaboration, resources, shared reading of content, looking for connections and building on what they were already doing, using the progress outcome to ensure the teaching was

pitched at the right level, leaders championing the change, attending professional learning sessions and discussions (external or in-school), syndicate-wide planning, having a go, evaluating one's practice and making changes as you went, … etc.

- **Weaknesses:** Identifying the barriers to progress
- **Opportunities:** What opportunities did we look to, learn from, connect from – other PLD programmes, learning from and connecting from teachers in our Kāhui Ako
- **Threats:** What hindered progress, and how did you work through this?

Show slide 18 *Building on current strengths*

Summarise, offering praise, affirmation and celebrating practice change made in relation to the progress outcomes -UKD.

Facilitator note: *optional activity* Leaders can select to use this activity gauging their teachers' level of readiness for change.
Please turn to page 26 for facilitation notes.

Implementation forces: Identifying drivers and restraining forces in your school

Show slide 19 *Implementation forces*

When your school is embarking on changes to teaching and learning, it is important that everyone is open to look at how their current beliefs and practices will support (or perhaps impair) the changes. Any change always involves uncertainty, so everyone affected needs to be involved in developing an agreed way forward.

The activity is designed to give you insights into any tension, identify potential levers for change and to work to a joint decision to change.

Robinson, V.M.J., Hohepa, M., and Lloyd, C. (2009). School Leadership and Student Outcomes: Best Evidence Synthesis, Wellington, page 129
New Zealand: Ministry of Education

> *"…if leaders don't understand the factors that sustain current practice, they don't understand what is involved in improving it."* *(Robinson, 2008, p.19)*

Recognise Mātaiaho | *Learning areas.*
Mātai rangaranga te aho tū, te aho pae. | *Weave the learning strands together.*

Aim: Understand the learning areas – notice, recognise and respond = to the content of the learning areas (purpose statement, progression model, progress outcomes - UKD, critical focus, teaching sequence and considerations). Identify how the New Zealand Curriculum learning areas will be clear and easy to use for teachers and give clarity and richness to the lives of students.

Resources required:

- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8, slide deck
- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher
- Sticky notes and pens
- Whiteboard or large paper and marker pens/Google Docs/Padlet
- Prizes or a reward for the pop quiz winner (optional)
- Critical focus cards (photocopy the template on page 23)
- K-W-H-L Graphic Organiser on large paper/Google Doc/Padlet (What I already know, What I want to find out, How will I find out, What I learned (print template on page 27)
- K-W-H-L Graphic Organiser print/link for individual teacher use (What I already know, What I want to find out, How will I find out, What I learned (print template on page 27).

The learning area structure

Show slide 21 K-*W-H-L graphic organiser*

Explain that a K-W-H-L graphic organiser will be used to help note teacher reflections as they explore each component of the learning area through this session.
K- what we already know/do, W – what do we want to know/do, and who may help, H – how will we approach our new learning, and L - What I learned and what impact has this had on student learning?

Facilitator note: the K-W-H-L aims to collectively engage teachers to be active in the new learning and surface where teachers are positioned to change. Leaders can use the feedback to help design school implementation map tailored to the school's requirements for change.

The Progression model
(Refer to English and mathematics and statistics learning areas 'Learning areas' page 8).

Show slide 22 The *Progression Model*

Explain that all curriculum learning areas will use a structured and consistent approach to teaching and learning that sequences the knowledge.

Describe how the learning area is organised.
(Refer to the presenter notes for slide 22 for details)

Encourage teachers to scroll through the English or mathematics and statistics learning area as you describe the components.

Explain to teachers that this session will focus on how the structure sequences knowledge through phases of learning, where students develop greater breadth and depth of knowledge and understanding, through engaging with more complex and ambiguous contexts – this is the 'weaving' of the Progress outcome - UKD.
The Progression model in the curriculum learning areas sequences the knowledge over the phases where students build refinement and sophistication in their use of:

- competencies, practices, strategies, and processes and skills
- ability to connect, transfer, and apply new learning in meaningful contexts
- knowledge and awareness of themselves as learners (key competencies woven in)
- effectiveness when working with others (key competencies woven in)

Explain there are two main sections in a learning area:

1. Purpose statement and UKD overview
2. Learning area structure

1. Purpose statement and UKD Overview

Facilitator note: Each teacher will need to have a copy (web or hardcopy) of the learning area to read. *(Refer to English and mathematics and statistics learning areas 'Progress outcome s' page 10).*
Help teachers to make connections to structure of social sciences and previous versions of English and mathematics and statistics, with progress outcomes - UKD and Critical focus as appropriate to level of implementation.

You may wish to use the discussion from this activity to reflect on your school's vision, values and curriculum policies and guidelines reflect the contributions of the learning areas.

Show slide 23 *Purpose Statements and UKD Overviews*

Divide teachers into two groups to look at the Purpose statement within either the English or mathematics and statistics learning area.

Explain the learning area purpose statements describe the unique contributions, the value, and importance of the learning area to the lives of students.

Ask teachers to read the purpose statement so that they can see how the learning area contributes to the lives of students.

Ask groups to look at the English and mathematics and statistics learning area whakataukī.
Ask teachers to reflect on the meaning, providing space for different perspectives.

Have teachers reflect on the Purpose statements and whakataukī – what values do they reflect? Are the values reflected in your school curriculum and teaching and learning programmes?

K-W-H-L – capture teachers' thoughts and related actions.

Show slide 24 *UKD Quiz*

Introduce a UKD pop quiz to gauge teachers' understanding.
Facilitator note: show quiz answers at the end of this session, after further knowledge building.

Ask the teachers to write the numbers 1-5 vertically on a piece of paper, and alongside the letter that matches the component.

Explain that each Purpose statement describes the learning area's contribution to the lives of students, and it is followed by an overview Understand-Know-Do which gives a broad view of the big ideas, themes, concepts, topics, and practices that underpin the learning area.

Teachers use the purpose statement and progress outcome - UKD overview to develop an understanding of the learning area, so that they can share its benefits with students.

Facilitator note: The next two slides and accompanying activities focus on the mathematics and statistics and English progress outcome - UKD. You can choose to **focus on one learning area or both** asking teachers to work in focus groups.

Show slides 25 and 26 *Purpose Statement and UKD overview*

Ask teachers in their groups, to look at the Understand Know Do overview in both the English (pp 16-17) and mathematics and statistics learning area (page 17).

Explain for each learning area, there is one comprehensive UKD overview followed by progress outcomes – UKD for each phase of learning.

Help teachers to understand, the 'progress outcome – UKD' in the five phases are the sign-posts' that describes the understanding, knowledge, and processes students will develop by the end of the phase. The content of each progress outcome - UKD is organised using the Understand-Know-Do structure and reflects the critical focus of the phase.

Share with teachers that the purpose statement and progress outcome - UKD overview are used by teachers to develop an understanding of the learning area to be able to share with students the benefits of this learning.

Guide teachers to notice the 'big ideas - Understands' – these are the the deep and enduring big ideas and themes that students develop over the phases in the learning area.

Explain that the description for each big idea describes what they are and why it's important that students build their understanding over these over the course of their schooling.

Ask the teachers to share with another colleague what teaching of the big ideas might look like at the level they teach.

Have teachers repeat the same process with the Knows, and then the Dos (i.e. read the descriptors to identify the skills, knowledge, competencies relevant to their students).

Using the K-W-H-L
Prompt teachers to think how the learning area progress outcome - UKD overviews can bring benefits to your school and/or what are the benefits of the overviews to your community?

Ask teachers to now turn to a phase of learning within one of the learning areas and read the progress outcome - UKD for that phase (the released English Years 0-6 has two phases and mathematics and statistics Years 0-8 has three phases).

Show slide 27 *Progress outcome – UKD answers*

Read out the answers 1-C, 2-D, 3-A, 4-E, 5-B
Award prizes (optional).

Return to K-W-H-L to add teachers' understanding, current practice, questions, supports/resources

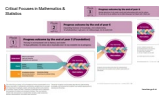
Critical focus of each phase of learning

Facilitator note: *(Refer to English and mathematics and statistics learning areas 'Content of the learning areas' page 9).*
Teachers can make connections to the critical focus in phases found in social sciences and previous versions of English and mathematics and statistics, that cumulatively builds on the phase before.

Resources required:

- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8 slide deck
- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher
- Pre cut sets of Critical focus cards – page 22

Show slides 28, 29 and 30 *Critical focus of each phase of learning, Critical focus for the learning areas*



Explain a critical focus for each phase establishes a sustained, strengths-based, focus on the student and their social, emotional, and cognitive learning at this stage of the schooling journey. Critical focus sit across all learning areas.

Explain each critical focus cumulatively builds on the phase before and is reflected in the content of the learning area for the phase.

Explain the activity:

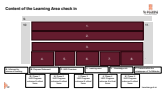
- Organize teachers into mixed cohort or phase groupings to encourage diverse perspectives
- Provide each group with a set of critical focus cards
- Groups read the critical focus on each card
- Place the cards in sequential order to represent the cumulative progression from one phase to the next.
- Groups write the relevant 'phase number' and corresponding 'year levels' on each card.
- Check understanding by comparing their arrangement to Slide 28 as a reference.
- Groups present their card sequences, explaining how each phase builds upon the previous one.

Ask teacher to reflect:

- How can we use the critical focus to strengthen the design of teaching and learning and frame our school curriculum – vision and values.
- How does the critical focus help you to design teaching and learning programmes that support students' progress through the phases? (Add thoughts to K_W_H_L)

2. Content of learning area – *check in activity*

Introduce 'Content of the learning area' quiz.



Ask the teachers to write the numbers 1-11 vertically on a piece of paper, and alongside the letter that matches the component.

Show slides 31 and 32 *Learning area structure check in and answers.*
Read out the answers 1-C, 2-D, 3-A, 4-E, 5-B
Award prizes (optional).

Show slide 33 *The revised learning areas*
Explain this is how the revised structure and content look within each phase.

Respond - *To the Teaching guidance*

Facilitator note: Guide teachers to make connections from their current planning and practice to the new teaching components in their phase in English and/or mathematics and statistics. Teachers will identify with the material in the teaching guidance, planning guidance, teaching sequence and teaching considerations required to support student learning.

1.Teaching Guidance Phases 1-5

Resources required:

- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8 slide deck
- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher
- Teachers own English and/or mathematics & statistics planning (e.g., unit or lesson plans)

Show slide 35 *Teaching Guidance.*

Ask teachers to turn to Teaching Guidance (English Years 0-6 and mathematics and statistics Years 0-8, page 20).

Explain to teachers in this session they will see how the five characteristics (introduced earlier in the 'case for change' session) that have shaped the National Curriculum design, is also applied to inform the development of the mathematics and statistics learning area and the English learning area (in the teaching guidance on page 20 of the learning areas). The curriculum is designed to help students build knowledge, skills, and competencies over time.

Build teachers' familiarisation by explaining the characteristics are not new to teachers and are the priorities of much professional development.

Stress to teachers the importance of the characteristics as they come from scientific understanding, to inform how people learn, and the dynamic and individual nature of learning that explains why we see diversity in students' learning paths and rates.

Apply appropriate time as required to familiarise teachers (descriptions of characteristics can be found on page 5) to recognise the demands of practice that promotes knowledge building.

Ask teachers to look closely on page 20 in the English and mathematics and statistics learning areas to see the implications of these characteristics for each of the learning areas.

Explain to teachers that they will explore the implications of the characteristics in detail in the activities following:

2. Planning guidance
3. Teaching sequence

2. Planning guidance

Resources required:

- Digital or hard copies of the English Years 0-6 and mathematics and statistics Years 0-8 learning area content for each teacher
- Teacher planning - mathematics and statistics and/or English long term plan/unit/lesson plan

Show slide 36 *Planning guidance.*

Ask teachers to turn to the planning guidance section within the Teaching Guidance (English page 26, mathematics and statistics page 24)

Explain to teachers that the planning guidance for both English Years 0-6 and mathematics and statistics Years 0-8, shares some common elements while also having specific differences unique to each learning area. These elements reflect the characteristics and evidence-based practices embedded in the learning areas for delivering rich, inclusive, engaging, and effective learning experiences.

Ask teachers to work in pairs or groups to read the planning guidance for English Years 0-6, and mathematics and statistics Years 0-8, to identify the key considerations in each.

Bring teachers back to the wider group to list the key considerations for each of the learning areas. Find the shared considerations that fit across both learning areas:

- Inclusive teaching and learning
- Using assessment information to guide planning
- Sequencing units to build on prior knowledge
- Integrating content strands or skills to create a cohesive programme
- Ensuring opportunities to revisit and consolidate learning
- Balancing explicit teaching with rich tasks that promote problem-solving and application.

Discuss the dedicated and unique considerations specific to the learning area of:

1. English and
2. mathematics and statistics.

As teachers reflect, add any new insights or areas for development learned in the Planning Guidance to add to the **K-W-H-L chart.**

3.Teaching Sequence

Ask teachers to work in 'phasing' groups and turn to the phase they are teaching in (either English Years 0-6 or mathematics and statistics years 0-8).

Allow teachers time to look through and explore the progress outcome - UKD for their phase to gain a strong understanding of what their students are working towards.

Ask teachers to share back to the wider team what the 'stretch' is for their students in the learning areas? Is there an urgent focus for students to meet the progress outcome at the end of their phase of learning?

Have teachers look at their current planning and reflect:

- Is it at the same breadth and depth of knowledge (look at the Understands and Knows)
- Does it expect the same level of sophistication of the practices (look at the Dos)

Add teachers' focus, actions, ideas and insights to the **K-W-H-L**

Show slide 37 *Developing a Comprehensive Teaching and Learning Programme.*

Explain that the teaching and planning guidance comes to life through the decisions teachers make when designing a comprehensive teaching and learning programme. Each phase has an introduction to the teaching sequence highlighting how to teach specific to the phase.

Have teachers read the introduction to the teaching sequence in their chosen learning area.

Ask how do these elements reflect the critical focus and 'Progress outcome - UKD' for this phase?

Have teachers discuss how these elements are already being integrated into their practice, sharing successful strategies and ideas.

Add teachers' ideas and insights of how the elements support the delivery of learning for each phase to the **K-W-H-L**

Show slide 38 *Teaching Sequence*

Explain the teaching sequences support teachers to know what to teach and when and how to teach it as students work towards the progress outcome - UKD for the phase. They have been organised to support students to revisit ideas, knowledge, and practices in ways that deepen their learning and enable them to use it at the next phase. The sequence is organised using strands, sub strands and focus areas.

Show slide 39 *The two parts in a teaching sequence.*

Draw teachers' attention to the teaching sequence and the teaching considerations and have them notice the '**what to teach'** statements are preceded by the stem 'Informed by prior learning ...', which reminds teachers to use their professional judgement and assessment information when selecting what content to teach. The teaching considerations help teachers to know '**how to teach'** this content in response to students' prior knowledge, strengths, and experiences.

Show slide 40 *View the teaching sequence, vertically and horizontally.*

Explain how using 'vertical sequencing' will help teachers to plan a year's programme by showing how the same concept was taught in the previous and following years (looking back and looking forward in the sequence statements). This helps teachers understand the prior knowledge students bring and the skills they can transfer to new learning.

Ask teachers to now look horizontally. The horizontal view helps teachers see the same concept in the preceding and following years and recognise the prior learning and skills that students have acquired and come with, to then consider, what the next steps in learning will be. It also helps teachers in taking a view of their students' progress, and it is a strong support when planning for mixed level classes.

Ask teachers to explore the year level sequence for the phase you teach. Look for alignment of strands and sub-strands that are reflected in your current long-term plans.

Explain

- The statements in the teaching sequences are not like the 2007 achievement objectives i.e. you **use a number of statements** to develop a unit rather than developing a unit around one or two achievement objectives.
- Over the course of the year teachers should plan to teach every sequence statement to every student for their year level. Units of work should **build on and extend** prior learning.

- It is not intended that teachers teach these statements one by one or consecutively (they are not prioritised). Instead, **combine the statements together in ways that connect** to support deeper student understanding.

Ask teachers how will you use formative assessment information to plan an entry point for each unit or new learning that all students can access, by incorporating familiar contexts and prompting them to recall previous learning and methods? (Add thoughts to the K-W-H-L)

Have teachers, in groups share examples of alignment they found with the teaching sequence in their current plans and discuss how they will ensure every statement will be used in future plans?

Ask teachers to reflect on how all the components of the learning areas weave together to help teachers design teaching and learning programmes that reflect a balance of skills, content, and values while addressing the diverse needs of all learners?

Add teachers' strategies, ideas, and future actions to the K-W-H-L

Summarise the key points discussed during the activity, emphasising the importance of using the teaching sequence and considerations as flexible tools to create inclusive, effective, and responsive teaching and learning programmes.

Encourage ongoing reflection and collaboration as they continue to refine their planning.

Group Activity: Mapping the Benefits (30 mins)

Aim Teachers will recognise the benefits of a curriculum that is clear and easy to use for teachers, with:

- A progression model to provide the structure that sequences the knowledge – progress outcome - UKD
- Teaching sequence that provides clarity about what teaching and learning is needed at each Year level, and
- Evidence based teaching practices integrated into the national curriculum.

Resources required:

- Benefit mapping poster/large paper.
- Implementation support for English Years 0-6 and mathematics and statistics Years 0-8 slide deck

Share the benefits collated over the earlier sessions.

Have teachers break into small groups. Each group is assigned a key component of the curriculum change (i.e. progress outcomes, overview, purpose statement, Progress outcome - UKD overview, critical focus, phases, teaching sequence, strands, sub strands, teaching considerations)

1. identify potential benefits for teacher practice
2. How will the changes benefit the students in your school? And your school community?
3. What are the benefits to school-wide planning, direction, school values and vision.

Allow 20 minutes for each group to discuss the benefits of their assigned component.

Ask teachers to creatively present their findings:
e.g. A student in this school in 2027 looks like, feels like, sounds like

Get Ready – Foster ownership of the new curriculum through reflection and planning.

Resources required:

- Benefit mapping poster/large paper
- K-W-H-L copy for individual teachers
- K-W-H-L chart for whole group
- Negotiation activity – print/slide
- Sticky notes
- Pens/markers

Show slides 42, 43, 44, 45 *Preparing for implementation.*

Show and read the slide to teachers (Te Mātaiaho |The New Zealand Curriculum page 5)

In small groups, ask teachers to re-read in their groups to consider each statement.

Referring to their individual K-W-H-L, ask teachers to:

1. 'Name the parts' in the learning area that delivers on the education priorities and
2. What are the benefits this brings to teachers?
3. Furthermore, how can students, parents, caregivers, whānau benefit from a knowledge-rich, progression model, evidence based curriculum**.**

Ask teachers to spend five minutes going back to their individual K-W-H-L

Provide time to for teachers to individually consider:

- what new learning they would like to move forward with
- what will this look like in their practice
- how they can go about doing so
- what support will they be looking for

Bring teachers back to wider group setting to reflect on the wider group's K-W-H-L

Share appreciation for teachers input and insights gathered across the sessions.

Work through sharing each column of the organiser by asking teachers to now shift their thinking to consider the 'next steps' required to 'prepare for change'.

Know: What do we already know/do?

- Current practices, expertise to draw from, resourcing used/applied

To prepare for change:

- What are our strengths/resources to build from to implement the learning areas?

What: What I want to find out more about?

- Share responses gathered
- Map to identify priority of focus = 1. Vital 2. very important and 3. important (refer to Negotiation activity page 24)

How: How will approach our new learning?

Suggest for teachers to work at team/phase levels together to collectively develop an action plan for:

1. their collective goal
2. plan of action
3. include 'who and how'

	4. measures of success **Wrap-up**: 1. Summarise the insights and actions from the sessions 2. Highlight the specific benefits for the school, teachers, students and the school community that can be shared 3. Share the leadership actions required and in response to the K-W-H-L teachers action plans **Outcome**: Teachers leave with a personal connection to the change.

The New Zealand curriculum learning areas will be clear and easy to use for teachers and give clarity and richness to the lives of students

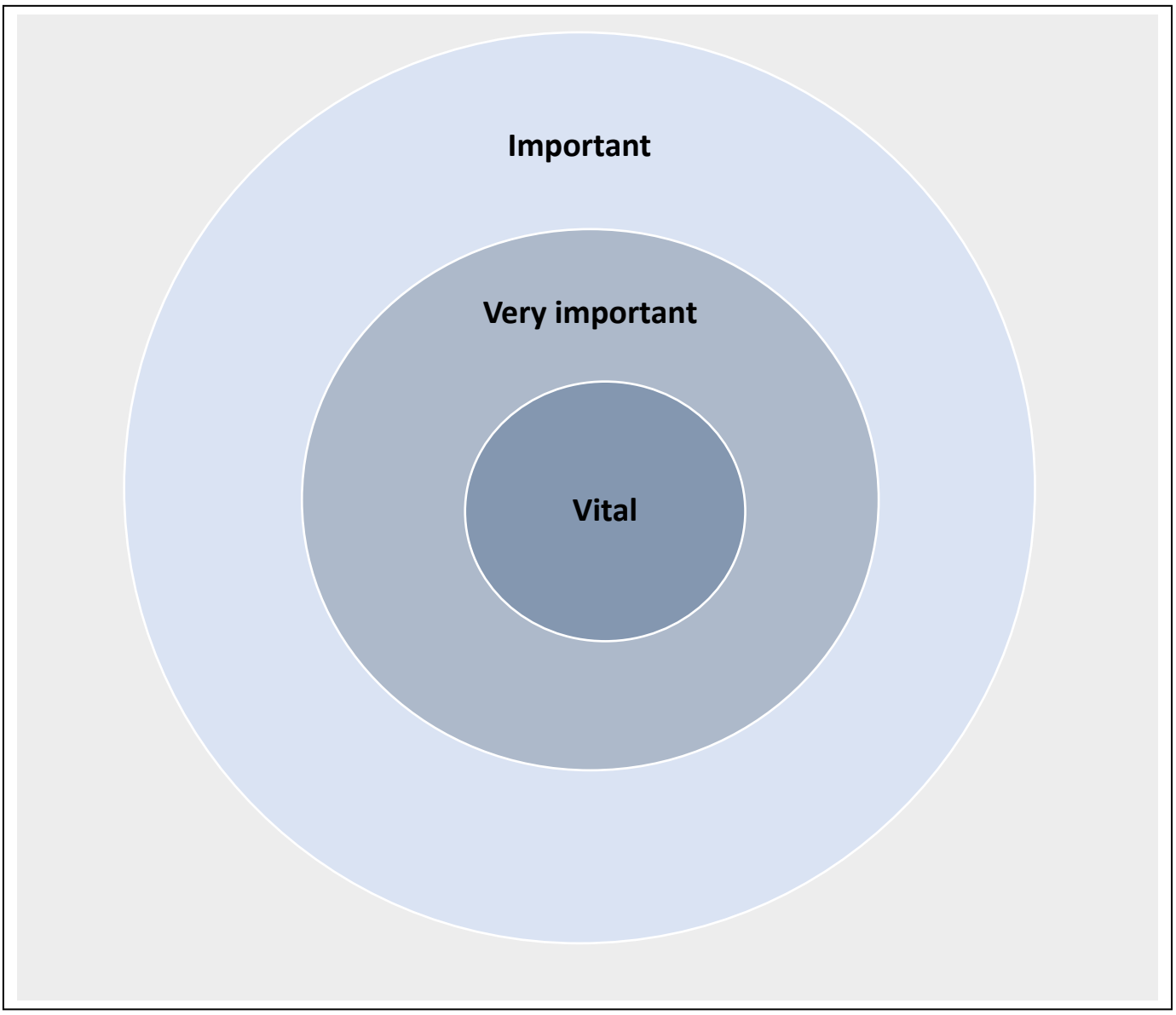
	Benefits for teachers	Benefits for students
Purpose statement		
Progression model		
PROGRESS OUTCOME - UKDs		
Critical focus		
Planning guidance		
Teaching sequence		
Teaching considerations		

Critical focus cards

Thriving in environments rich in literacy and numeracy Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau Phase Years
Having a purpose and being empathetic and resilient Te whai ahunga, te manaaki i ētahi atu me te mau tonu ki te manawaroa Phase Years
Seeing ourselves in the wider world and advocating with and for others Te aro atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahi i ētahi atu Phase Years
Navigating pathways and developing agency to help shape the future Te whakatere ara me te whakawhanake kahawhiri hei tautoko i te tāraitanga o āpōpō Phase Years
Expanding horizons of knowledge and collaborating Te whakawhānui i ngā pae o te mātauranga me te mahi tahi Phase Years

Negotiation game activity

Use this activity to help identify 'priorities' of focus.



Instructions

1. Teachers number sticky notes 1 – 3
2. Teachers prioritise 3 learning areas on the sticky notes accordingly e.g. spend time to understand the UKD for my phase of learners in English and/or mathematics and statistics
3. Teachers place their sticky notes in the circle accordingly

Implementation forces: Identifying drivers and restraining forces in your school

Facilitator's note: *optional activity*
Leaders can select to use this activity gauging their teachers' level of readiness for change.

When your school is embarking on changes to teaching and learning, it's important that everyone is open to look at how their current beliefs and practices will support (or perhaps impair) the changes. Any change always involves uncertainty, so everyone affected needs to be involved in developing an agreed way forward. The activity is designed to give you insights into any tension and identify potential levers for change and to work to a joint decision to change.

> *"…if leaders don't understand the factors that sustain current practice, they don't understand what is involved in improving it."* (Robinson, 2008, p.19)

Robinson, V.M.J., Hohepa, M., and Lloyd, C. (2009). School Leadership and Student Outcomes: Best Evidence Synthesis, Wellington, page 129

New Zealand: Ministry of Education

Show slide 19 *Implementation Forces*

Explain that the next activity is designed to help identify and analyse the driving and restraining forces (both emotional and practical) related to the curriculum change, using a Force Field Analysis tool.

Refer to teachers' previous reservations, questions, or wonderings from the earlier 'wonderings' activity to draw from.
Draw up two columns on the whiteboard or large paper.
Head one column **"Driving Forces"** and the other for **"Restraining Forces"**.
Explain that:

- Driving Forces are positive feelings, motivations, incentives, or external pressures. They are the factors that push toward change.
- Restraining Forces are fears, concerns, or barriers. They are factors that work against change.

Ask the teachers to, thinking of the curriculum changes, write their own driving forces on sticky notes (one force per note) and restraining forces they are confronted by (one force per note).

Have them place the sticky notes in the appropriate columns, one under the other, on the whiteboard/paper.

Encourage the teachers to read all the forces. Eliminate any duplicates.

Applaud teachers for their openness of responses shared. If necessary, assure teachers the leadership team and the School Board acknowledge that each force has a varying degree of influence on the way the staff embrace the curriculum changes.

Ask teachers to place restraining and driving forces on a continuum ranging from weakest to strongest to showcase which forces have the most impact to 'drive from – driving force or to 'work through – restraining force'.

Explain that effective organisational change involves strengthening the driving forces and eliminating or weakening the restraining forces that oppose change.

Ask the staff (as a whole group, in small groups, as individuals) or to identify which forces may be weakened and which they can strengthen, and agree on the ways they, as a staff or as individuals, can reduce or strengthen forces.

Encourage them to share their ideas and **write** these next to the forces.

How it works:

- Share the 'driving forces' and celebrate. Ask teachers to elaborate what their 'drivers' are enabling other staff to listen to each others motivations
- Share the key restraining forces – knowing your teachers you may wish to draw from the wider group responses to how to address the 'restraining force' and/or take it back to leadership and/or focus group to address and develop an agreed way forward.

Outcome: This helps identify the emotional resistance or support for the change and can guide strategies for reducing negative feelings. Return to at following checkpoints throughout the session and/or return to gauge any additions/edits to the forces.

KWHL – English Years 0-6 and mathematics and statistics Years 0-8 and statistics learning areas

What I already know/do	What I want to find out more about
How can I find out	What I learned