



Implementing the National Curriculum

For leaders to support teachers and kaiako to begin implementing the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA).

	PREPARE Term 4 2024	IMPLEMENT From Term 1 2025	SUSTAIN AND MAINTAIN From 2026
	<p>Get ready for the first phase of change and implementation. In this phase, support is provided for school and kura leaders, teachers and kaiako to explore aspects of the science of learning and the knowledge rich National Curriculum.</p>	<p>Get started with the supports provided to enable teachers and kaiako to teach, assess and report using the National Curriculum and for school leaders to evaluate implementation to refine practices and systems.</p>	<p>Strengthen and sustain practices and systems for effective implementation, build a culture of evidence-based, curriculum reflective teaching, and sustain ongoing improvement and review of implementation.</p>
Knowledge-rich curriculum	<ul style="list-style-type: none"> Explore, read and discuss the English (0-6) and the maths (0-8) learning areas or Te Reo Rangatira (0-6) and pāngarau (0-8) wāhanga ako. With evidence-based knowledge and pedagogies, develop examples using this new knowledge in your learning design and lesson plans. Reconcile where you are currently at, and create a pathway for next steps. 	<ul style="list-style-type: none"> Use Ministry of Education resources to become familiar with the essential knowledge, skills and competencies required for your learners. Use the year-by-year teaching sequences in the curriculum which provide clarity on what should be taught and when. Engage in professional learning to build curriculum subject matter knowledge. 	<ul style="list-style-type: none"> Learn collaboratively on a regular basis to share how to apply knowledge effectively in the classroom. Introduce reflective teaching practices such as classroom observations and self-assessments.
Quality practice	<ul style="list-style-type: none"> Look at your current teaching practices and use data to identify where evidence-based practices can improve instruction. Review the teaching guidance section that outlines best practices in the National Curriculum. 	<ul style="list-style-type: none"> Engage in professional learning opportunities to learn quality teaching practices. Depending on where you are at, focus on <i>learning</i> quality teaching practices, or <i>implementing</i> quality teaching practices, or <i>reviewing existing</i> quality teaching practices. 	<ul style="list-style-type: none"> Conduct regular reviews of teaching practices to show consistency and effectiveness of evidence-based practices. Use assessment and aromatawai and learner observations to ensure alignment of quality practices.
Supports and resources	<ul style="list-style-type: none"> Consider the alignment of your existing resources in relation to the updated curriculum. Order structured literacy and te reo matatini resources using your funding contribution. Select and order maths and pāngarau resources that will help you to achieve your school, kura and individual goals. Start preparing for your curriculum days for 2025. Think about the timing and content needed for your school or kura. 	<ul style="list-style-type: none"> Integrate available resources that are on offer such as structured literacy and te reo matatini resources, maths and pāngarau resources, curriculum days and professional learning and apply these to your learning designs and lesson plans. Evaluate the impact of your supports and resources to see if there has been a positive impact on learner progress. Collaborate with other educators, analyse learning data to determine the effectiveness of the supports and resources at your school or kura. Schedule your professional learning and curriculum days so that new topics or concepts are introduced gradually. 	<ul style="list-style-type: none"> Regularly check that your supports and resources are being used effectively and are having a positive impact on learning. Communicate with parents and whānau about what established resources you are using and how they can help at home. Where necessary, ensure all resources are consistent and aligned with the national curriculum.
Assessment and aromatawai	<ul style="list-style-type: none"> Review quality and consistent assessment and aromatawai practices, and create an assessment schedule to align with the curriculum. Consider what could be de-implemented in terms of assessment and aromatawai practices. Choose the twice per year assessment and aromatawai tool that best suits your needs (e-asTTle, PAT, TWA). 	<ul style="list-style-type: none"> Participate in professional learning opportunities for assessment and aromatawai. In your schedule, prepare to include twice per year assessments and make time for the analysis of data. When analysing data, consider and reflect upon teaching practices to meet the needs of learners. Use your phonics check resource kit and professional learning opportunities to deliver phonics checks for both NZC and TMOA (Years 1-3 teachers and kaiako). 	<ul style="list-style-type: none"> Use the Ministry of Education's ongoing support and PLD for teachers and kaiako. Establish systems to sustain good assessment and aromatawai practices ensuring that they remain flexible and responsive to learning needs. Establish systems ensuring sustainability of quality in assessment and aromatawai practices.

Supports and services available

Continued support over the next three years

Curriculum Advisory Service (CAS)

Our Curriculum Advisory Service can guide and support you to understand and implement curriculum and assessment changes. We can help you to build understanding and capability and provide ongoing support for implementing changes for:

- National curriculum changes including the science of learning, structured approaches to literacy and maths training, Rangaranga Reo ā-Tā, and Rangaranga Pāngarau and teaching an hour a day.
- Implementing consistent modes of monitoring student progress and achievement and building capability in assessment and aromatawai practices.

Contact the Curriculum Advisory Service through your regional office to identify the type of support you need.

Professional learning and development (PLD) service

We know quality teaching makes the biggest difference for learners. High impact PLD helps teachers and kaiako develop their knowledge and professional practice at every stage of their career.

Over the next three years you will be able to access PLD for: structured literacy approaches and Rangaranga Reo ā-Tā; structured maths and Rangaranga Pāngarau; assessment and aromatawai; support of the roll-out of new learning areas and wāhanga ako; and leadership.



Ongoing support for students, aligned to updated curriculum

- Staffing resource for structured literacy support in Years 0-2
- Programmes for students to accelerate learning in literacy (ALL, Years 3-8) and in maths (ALiM, Years 0-8)
- Specialist support to accelerate ākonga learning for pānui and tuhituhi.



Ongoing professional learning opportunities and supports

- Structured literacy and te reo matatini PLD – available now (Years 0-3 and Years 4-6 in 2025)
- Structured maths and pāngarau
- Assessment and aromatawai PLD
- PLD accelerated learning support to help schools prepare for the co-requisite in literacy, te reo matatini, numeracy, and Pāngarau (Years 9-13)
- Curriculum days
- Curriculum Advisory Service
- Webinars
- Modules
- Videos
- Teacher guides
- Structured literacy and te reo matatini resources
- Maths and pāngarau resources
- Phonics check packs and online modules
- Online guidance to support accelerated learning approaches.

Example resources



Online resources (via Tāhūrangi)



Printed resources available



Term 4 Checklist

- Order maths resources from Ministry of Education free of charge
- Look out for the pāngarau activity packs coming into your kura
- Purchase SLA resources with funding provided in operations grant – 1 October 2024
- Book PLD for structured literacy approaches, structured maths, te reo matatini and pāngarau
- Identify your learners needs for accelerated learning and apply for Programmes for Students allocations (for example, ALL, ALiM)
- Prepare and schedule 2025 curriculum days
- Prepare for phonics checks with the phonics check resource kit available in Term 4 (Years 0-2)