

From 2025, schools throughout New Zealand with students from Year 0–8, have been provided with maths resources as part of “Make it Count – A maths action plan.”

These resources support schools with the implementation of the revised Maths Curriculum Year 0–8 which has been compulsory to use from 2025.

For 2026, maths resources will continue to be funded for eligible schools, with schools also having the opportunity to change maths resource suppliers should they choose to. Over this time, teachers will continue to have the opportunity to engage with Maths PLD provided by the Ministry. This focuses on developing teacher knowledge and understanding of the Maths Curriculum Year 0–8.

From 2027, maths resources will continue to be Ministry-funded with schools given the opportunity to select resources from chosen suppliers that best meet their needs. An open procurement process will be followed to determine which maths resource suppliers’ schools can select. From 2027, our expectations will be that resources fully align to the final maths learning area.

Below are some questions, prompts and activities to assist your school if you’re considering changing maths resource suppliers for 2026.

## 1. Consider the needs of your students

- a. How have your students progressed in maths using your existing maths supplier resources? What are your expectations on how this might differ, should you change suppliers?

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- b. What feedback have your students given you about using the resources from your existing maths supplier? Do they enjoy writing in a provided maths workbook? What has their experience been with using a digital platform?

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- c. Based on this feedback, how do you think the resources from the maths supplier you are considering swapping to, would meet the needs of your students?

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- d. Some maths suppliers provide students with access to an online digital resource, how well can your schools digital infrastructure support this?

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- e. What are your observations around student motivation and engagement levels with your existing suppliers' resources? What are your expectations on how this might differ, should you change suppliers?

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- f. If you were to change Maths resource suppliers, what opportunities and and/or barriers might this present for your students?

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- g. How well are teachers currently planning to enable and extend student learning? How do you anticipate a change in Maths supplier supporting this?

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h. Have you engaged with Ministry funded PLD? There is a focus in this PLD on using the maths resources to implement the maths learning area in the New Zealand Curriculum.

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i. If you were to change Maths resource suppliers, how will the new resources be stored and accessed by students?

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## 2. Consider the needs of your teachers

- a. What feedback have your teachers given you about using the resources from your existing maths supplier?

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- b. Based on this feedback, how do you think the resources from the maths supplier you are considering swapping to, would meet the needs of your teachers?

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- c. Making a change to a new Maths resource supplier for 2026 will require professional development for your teachers. What PLD do you currently have scheduled for 2026 and how will maths resource PLD be accommodated? Will your teachers access to the Ministry-funded maths PLD be impacted by a change in supplier?

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- d. How have you implemented the hour a day initiative? Are new mathematical concepts being taught explicitly and intentionally? How would a change in Maths supplier support this?

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- e. How well are your teachers currently using your 2025 selected Ministry-funded maths resources to support learning? Is a change necessary for 2026 or do they require additional support with the existing resource?

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- f. At what stages are your teachers at with their understanding of the revised Maths curriculum? How would a change in maths supplier have an impact on this?

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- g. Considering the range of confidence levels teachers may have with their own maths knowledge and practice, how could a change in maths supplier impact this?

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- h. Having spent some time looking at the revised maths curriculum, which aspects do your teachers need support with? Will a change in maths resource provider support this need?

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- i. If you were to change Maths resource suppliers, how will the new resources be stored and accessed by teachers?

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## 4. Selecting a package of maths resources per learning phase of your school

Spend time understanding the different resource offerings from each of the maths resource suppliers. Knowing this well, will help you determine the impact on the learning phase(s) for which you are considering changing suppliers.

- a. If you are considering changing maths supplier for a particular phase of learning, what is your rationale for doing so and what could be the impact on teachers and students within that phase?

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- b. What do you know about the students and teachers within learning phases? What are the advantages and disadvantages to them potentially using resources from a different supplier?

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- c. How could a change in maths resources for a phase have an impact on the other phases in your school? How will you manage transitions between phases of learning? How will you ensure continuity of learning and progression?

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- d. 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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