

In 2025 and 2026, schools throughout New Zealand with students in Years 0–8 were provided with Maths resources as part of Make it Count – A Maths Action Plan.

These resources support schools to implement the revised Mathematics and Statistics learning area of the New Zealand Curriculum for Years 0–8, which became compulsory from 2025.

From 2027, Maths resources will continue to be Ministry funded, with schools able to select resources from a range of approved suppliers that best meet their needs. An open procurement process has identified four suppliers for the 2027–2029 period: Mathletics (3P Learning), Maths No Problem, Oxford University Press, and Scholastic PR1ME. The resources provided by these suppliers have been developed and written specifically for the New Zealand Curriculum and the Mathematics and Statistics learning area.

The questions, prompts, and activities that follow are designed to support schools that are considering whether to continue with their current Maths resource supplier or make a change for 2027.

Consider the needs of your students

1. How have your students progressed in Mathematics and Statistics using your current Maths supplier's resources? What evidence do you have of this progress (e.g. classroom assessment, teacher judgment, student voice)? Based on this, what do you expect might change if you moved to a different supplier?

2. What feedback have your students shared 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?



3. Based on student feedback, how well do you think the resources from the Maths supplier you are considering would meet the needs of your students?

4. Some Maths suppliers provide access to an online digital resource, how well can your school's digital infrastructure support student access (e.g. devices, connectivity)?

5. 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?

6. If you were to change Maths resource suppliers, what opportunities and and/or barriers might this present for your students (e.g. continuity, confidence, access)?

7. How effectively are teachers currently planning to enable and extend student learning? How might a change in Maths resources support (or challenge) this planning from a student perspective?

8. What support might students need during the first year of implementation if a new supplier is adopted?

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



Consider the needs of your teachers

1. What feedback have teachers shared about using your current Maths supplier's resources (e.g. usability, planning time, clarity, impact on teaching)?

2. Based on this feedback, how well do you think the resources from the Maths supplier you are considering, would meet the needs of your teachers?

3. Changing to a new Maths resource supplier for 2027 will require professional learning and development (PLD) for teachers. What PLD is already planned for 2027, and how could Maths resource PLD be accommodated without overloading staff?

4. How have you implemented the hour a day initiative in classrooms? To what extent are new mathematical concepts being taught explicitly and intentionally, and how might a change in Maths resource supplier support this practice?

5. How effectively are your teachers using the Ministry-funded Maths resources selected for 2026 to support teaching and learning? Is a change of supplier needed for 2027, or would additional support and PLD with the existing resource address any challenges?

6. At what stages are your teachers at with their understanding of the Mathematics and Statistics learning area? How would a change in Maths supplier have an impact on this?

7. 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?

8. Based on engagement with the Mathematics and Statistics learning area, which aspects do your teachers require the most support with? Would a change in Maths resource provider help address these needs?

9. If you were to change Maths resource suppliers, how would teachers access and manage the new resources (e.g. physical storage, digital platforms, planning tools)?

10. Have you engaged with Ministry-funded Structured Maths PLD? There is a focus in this PLD on using Maths resources to implement the Mathematics and Statistics learning area in the New Zealand Curriculum.

Selecting a package of Maths resources per learning phase of your school

1. How well do you understand the different Maths resource offerings provided by each supplier across learning phases? This understanding will help you determine the impact of changing suppliers for one or more learning phases.

2. If you are considering changing Maths supplier for a particular phase of learning, what is your rationale for doing so? What potential impacts could this decision have on teachers and students within that phase?

3. 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?

4. How might a change in Maths resources for one learning phase impact teaching and learning in other phases of your school? How will transitions between phases be managed, and how will continuity of learning and progression be ensured for students?

5. How do the needs of students and teachers differ across learning phases, and how might these needs change over time? How will teachers who are new to the school, or who move between phases, be supported to use these resources effectively?

6. How will collaboration, planning, and professional conversations be supported if teachers across phases use different resources?

7. Who will be responsible for overseeing alignment and coherence of Maths teaching across learning phases? What systems will be used to review the effectiveness of phase specific resourcing decisions over time?

