Making sure all our tamariki get the learning they need to live, learn and thrive

What you need to know about changes to strengthen curriculum, progress and achievement
What we’re doing

The Ministry will work in collaboration with teachers and leaders, Māori, Pacific, students and their whānau to:

• develop a process for updating our national curriculum – to make sure it’s fit for purpose now and in the future, and that every student gets the holistic learning they need
• develop resources that make it easier for teachers to recognise and respond to each student’s progress across the curriculum
• develop digital records of learning that travel with students throughout their learning journey
• create a trusted environment for sharing and using information about student progress to benefit the learning of all children and young people.

As a first step, we have announced changes to make sure all children and young people learn about New Zealand’s histories.

The changes we’re making won’t be rushed. We’ll make sure that schools and kura are supported with better access to resources and guidance, as well as stronger professional networks. And we’re updating our priorities for professional learning and development to support teachers and leaders to focus on curriculum, progress and achievement.

A vision for education and learning

The Government’s vision for the future of New Zealand education reflects the overwhelming aspirations of New Zealanders, as expressed in the Education Conversation| Kōrero Mātauranga, for a more inclusive, equitable, and connected New Zealand education and learning system.

What needs to change

The advice of the Curriculum, Progress and Achievement Ministerial Advisory Group supports this vision, providing a clear direction for curriculum, teaching and learning. Separate recommendations for Māori and English medium settings provide a coherent way forward, but reflect the differences in the aspirations and contexts of Te Marautanga o Aotearoa and The New Zealand Curriculum.

It makes clear that we need to change the way we use our national curriculum, so that:

• every student experiences opportunities to learn and progress through a curriculum that values their identity, language and culture, their strengths and aspirations, and those of their whānau
• students, parents, whānau and teachers have strong relationships focused on a holistic view of the progress students are making across a range of learning
• students, parents and whānau are active participants in their kura or school’s marau ā-kura or local curriculum

• teachers and school leaders are well supported through clear system leadership, strong networks and better access to resources, guidance and development opportunities
• high levels of trust allow information about student progress to be used and shared with confidence, to show what’s working for our children and young people, what needs to be improved and where more resources are needed.

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What we’ll see more of as a result of these changes

For students and whānau

Every student will make progress and achieve in the learning they need to live, learn and thrive.

Parents and whānau will know that their child’s identity, language and culture is valued and reflected in their learning, and be confident that more support or extension is available if their child needs it.

Their child’s record of learning will make it easier for parents and whānau to see the progress their child is making and how they can help. They will be partners in strong relationships that support their child’s learning, and will have more opportunities to share what they know about their child with teachers.

Parents and whānau will be involved as schools and kura review and develop their local curriculum or marau ā-kura.

Teachers and leaders

Teachers will have more clarity about the expectations in the national curriculum and how to reflect those in their local curriculum and classroom programme.

Records of learning will give teachers more information about the students coming into their classrooms – how they’re progressing in their learning, their strengths and learning needs.

Teachers will have more tools and resources to help them assess and track their students’ progress.

They’ll have better access to resources and professional networks that support them to adapt their practice to meet the learning needs of their students. National priorities for professional learning will focus on supporting teachers and leaders to build curriculum capability.

And it will be easier for teachers and leaders to respond to the specific needs of every student – particularly those who need additional support.

“I would like to be part of the team that creates plans for my child. I would like to understand the system and support my child.”

WHĀNAU
In many schools and kura across Aotearoa New Zealand, students are experiencing rich and engaging learning that supports them to take part and contribute fully as confident and competent citizens.

We want this to happen everywhere, for all young people and their whānau.

Read more about the changes we’re making and what they mean for you at conversation.education.govt.nz/conversations/curriculum-progress-and-achievement

How you can be involved

To make these changes, we need input from teachers and leaders, Māori, Pacific, students and their whānau, and communities across New Zealand.

We’ll build on what we heard through the Kōrero Mātauranga. We’ll be seeking your input as we design, test and refine these changes. Follow us on Facebook, Twitter and Instagram, or visit conversation.education.govt.nz to keep updated and find out how you can be involved.