



Briefing report

Education Review Office (ERO): Progress update on the set up of ERO's Independent Quality Assurance (IQA) process of the New Zealand Curriculum refresh

Date	23 May 2024
Security Level	N/A
ERO Priority	Medium
ERO Reference	M24-45
Date requested	ERO initiated
Date due	ERO initiated

Addressee	Action sought	Deadline
Minister of Education	<p>It is recommended that you:</p> <ul style="list-style-type: none">a) Note that ERO has responded to your request to set up an IQA process to assess the New Zealand Curriculum products and ensure they are fit for purpose and in line with the agreed design principles and criteria.b) Note that ERO has put processes in place to carry out this work at pace in line with your delivery timelines.c) Note Annex A - Independent Quality Assurance Framework.d) Note Annex B - List of participating ERO Leaders, Evaluation Partners, Leadership Partners and their schools and intended international experts.	



Attachments:

Annex A Independent Quality Assurance Framework

Annex B List of participating ERO Leaders, Evaluation Partners, Leadership Partners and their schools and intended international experts



Comments:

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	

Independent Quality Assurance Framework

NZ Curriculum Change Programme May 2024

This document sets out the approach ERO is undertaking to independent quality assurance of Ministry of Education (MOE) developed curriculum products ('front end' and learning areas) as part of the NZ Curriculum change programme.

Quality Assurance- what is it?

Quality assurance (QA) is a systematic process of determining whether a product or service meets specified requirements.

Purpose

To quality assure the curriculum products in relation to the Ministry of Education's design principles and criteria.

To make recommendations for improving the curriculum products to better meet the design criteria.

To provide feedback about the use and usefulness of the curriculum products for schools.

Overarching questions

1. Does this curriculum product meet the design criteria – if yes, why? and if no, why not?
 - 1a. To what extent does this curriculum product meet the design criteria – is there fidelity (is the product true to the design criteria? (All, most, some)). Identify strengths and weaknesses and solutions.
2. Will it be useful for schools? Will it be used by schools? If yes, why? If no, why not?
 - 2a. Is this product 'fit for purpose'? How easily will schools be able to use the curriculum product?

Who is involved?

The quality assurance process will involve:

- ERO's Methodology and Professional Practice group as project owners and facilitators
- A group of (10-11) ERO Evaluation Partners (EPs) who have specialist skills in curriculum implementation and Toki Ngao Tū | National Manager Te Pou Reo, Te Tāhū Whare | Review and Evaluation Māori
- A group of ERO Leadership Partners (LPs) who are current practicing school leaders. The Leadership Partners will serve an essential role in reflecting their own school perspectives on the workability of the curriculum products.
- International experts

- Support from Director Schools and an allocated Manager Review and Improvement Services
- Project Manager
- Contracted writers

What is being quality assured?

The following products will be quality assured through a cycle of iterative review and reporting on a three-weekly basis. The products include:

- The curriculum framework (front end).
- Multiple learning area documents.

The quality assurance process will also include providing feedback/feedforward on the full curriculum document once it is completed. The design principles and associated criteria will be used to do this.

ERO's approach to Quality Assurance

approach to analysis

- Rubrics for each curriculum product using design criteria and a judgement scale about the extent to which design criteria are met (all, most, some).
- Supporting questions to gather information about strengths (if all met) and weaknesses (if most or some met) including possible solutions to address weaknesses.
- Question about the usability and usefulness (fit for purpose).

framework for synthesis

- Using collated quantitative and qualitative data from the analysis done by evaluation partners (cycle 1 and 2) and leadership partners cycle 2) to respond to the overarching questions:
- *(To what extent) does this product meet the design criteria - if yes, why and if no, why not?*
- *(To what extent) is this product fit for purpose?*
- *What are our recommendations to improve the curriculum product?*

reporting

- Name of curriculum product and in which cycle.
- Outcome of the IQA process with our judgements.
- Supporting evidence -including qualitative data and strengths, weaknesses and solutions.



Approach to analysis

ERO evaluation partners and selected leadership partners (and schools) with curriculum expertise will undertake the analysis of allocated curriculum products.

The first cycle will involve only evaluation partners. The leadership partners will be involved when we have completed curriculum learning areas to quality assure along with the evaluation partners.

A rubric for each curriculum product is used for analysis. The rubric uses the following judgements against the design criteria (individual and groupings of criteria).

All the design criteria are met -there is evidence in this section of the product of each criterion.

Most design criteria are met – there is evidence in this section of the product that shows one or two criterion, or aspects of a criterion are missing.

Some design criteria are met -there is evidence in this section of the product that shows only one or two criterion, or aspects of the criterion are being met.

Rubric to be used to analyse curriculum products:

	1	2	3	Justification for 3	Justification for 1 and 2
Criteria as per approved/agreed	Some design criteria are met	Most design criteria are met	All design criteria are met	If all design criteria are met -strengths and weighting	If most or some of the design criteria are met – weaknesses, gaps and possible solutions
Will this be useful and used by schools?					

The analysis includes questions that provide information to justify each of the judgements in the rubric as follows:

- If all the design criteria are met, what are the strengths and where does the weighting sit?
- If most design criteria are met, what is missing and what needs to be improved?
- If some design criteria are met, what is missing and what needs to be improved? –(Solutions given)

An additional question will provide information about the usability and usefulness (fit for purpose).

ERO will use the design criteria linked to the design principles to make judgements. For example, ERO will use the following criteria to make judgements about the **Progress Outcomes**.



Criteria as per VO.4 1 May	Some design criteria are met	Most design criteria are met	All design criteria are met
Progress Outcome PS-G1 to G8 <ul style="list-style-type: none"> reflect the progression model are succinct reflect the learning for the phase include multiple opportunities towards mastery allow for pathways are granular while building on preceding phase focus on important learning are coherent support all students to learn and show what they can know in a way that works for them 			

When ERO receives a completed **draft learning area**, the quality assurance process will provide useful feedback in relation to the key features of a “knowledge-rich curriculum” as outlined in the following excerpt from the Generic Learning Area rubric.

Criteria as per VO.4 1 May	Some design criteria are met	Most design criteria are met	All the design criteria are met
Selective – content is chosen purposefully for this learning area. Content: <ul style="list-style-type: none"> focuses on the most relevant learning is broad, deep, and challenging builds a foundational understanding is phase appropriate <i>Captures LAS-G2, LAS-G6, LAO-2, LAO-5, LAO-6, LAO-7, LAO-8</i>			
Coherent – content is interconnected across topics, subjects, and phases in this learning area. Content: <ul style="list-style-type: none"> supports coherence to reduce cognitive load has vertical / horizontal coherence 			



Criteria as per VO.4 1 May	Some design criteria are met	Most design criteria are met	All the design criteria are met
<ul style="list-style-type: none"> ensures prerequisite concepts are taught first <p><i>Captures LAS-G5, LAS-G6, LAS-G7, LAO-1, LAO-4, PL-1, TG-1, TG-2</i></p>			
<p>Carefully sequenced – develops deep and broad knowledge over time, building on prior content and increasing complexity.</p> <p>Content:</p> <ul style="list-style-type: none"> builds progressive understanding establishes a strong foundation builds complexity through sequencing and pacing enables students to develop related skills and judgement <p><i>Captures LAS-G1, LAS-G6; LAO-1, LAO-4, LOA-7, LAO-8, PL-1, TG-1, TG-3</i></p>			
<p>Specific and clear – explicitly outlines what students are expected to <u>know</u>, <u>understand</u>, and <u>do</u> across phases.</p> <p>Content:</p> <ul style="list-style-type: none"> shows how student learning is demonstrated is unambiguous contributes to student subject knowledge, understanding and skills across phases demonstrates learning pathway to excellence includes the use of effective instruction and assessment <p><i>Captures LAS-G1, LAS-G2, LAS-G3, LAS-G4; LAS-G5, LAS-G6, LAO-1, LAO-3, LAO-4, LAO-6, LAO-7, LAO-8, PL-1, TG-1, TG-2, TG-3</i></p>			



Approach to synthesis

The synthesis process involves collaborative sense-making, sharing, collective judgements, agreed, from personal to collective, reaching a common understanding, making judgements, creating new understandings. The collated data (quantitative and qualitative) from the analysis process will be used as the basis for sense making and reaching judgements. The focus of synthesis is on fidelity with the design criteria and identifying the strengths and weaknesses of the curriculum product with a solution-focused approach to what's need to achieve fidelity.

The synthesis process will be via Zoom. It will involve evaluation partners and subsequently Leadership Partners in a collaborative process of sense making to make overall judgements in relation to the following questions:

- *(To what extent) does this product meet the design criteria - if yes why? If no, why not?*
- *(To what extent) is this product fit for purpose, going to be useful and used?*
- *What are our recommendations to improve the curriculum product?*

Reporting

A report to the Ministry of Education will be written at the end of each quality assurance cycle (4 days every three weeks). The report will respond to the overarching questions and reflect the outcome of the synthesis process. Where ERO is quality assuring multiple products in that cycle a separate report will be written for each curriculum product.

International comparability

ERO will provide feedback on the extent to which the proposed NZ Curriculum is internationally comparable in relation to the following jurisdictions: British Columbia, Australia, Singapore and Wales. These jurisdictions reflect similar demographics, systems of government, population sizes, education reform movements and results via the PISA testing. Using the same jurisdictions across all learning areas ensures cohesion throughout the whole curriculum.

Key factors considered are:

- The levels of detail surrounding the curriculum content
- Breadth, depth, and robustness of the curriculum content
- The curriculum levels according to age and stage of learner development
- The consistency and organisation of the curriculum document.

Key Questions:

- What have they identified as the significant concepts or “bits that matter”, knowledge or content and processes or skills for their learning area?
- What level of detail have they provided in curriculum and/or in secondary materials – e.g., Explanatory notes, guidance, videos, teaching resources etc?
- How are competencies and values addressed within the curriculum documents?
- How is the curriculum structured and presented for school leaders and teachers?

See Appendix C: Use of International Evidence in the NZC refresh NZC Design Criteria (V.04 1 May) document.



Ref: M24-45

24 May 2024

Annex B: List of participating ERO leaders, Evaluation Partners, Leadership Partners and intended International Experts

1. **ERO Leaders:** Several leaders within ERO are working in support of the IQA.

Name	Area of expertise
Jane Lee	Deputy Chief Executive Sector Reform – project owner
9(2)(a)	Director Methodology and Professional Practice – project lead
9(2)(a)	Manager Methodology and Professional Practice – project lead / implementation
Deborah Wood	Deputy CEO - Evaluation and Review Maori – project oversight for Te Reo and matuaranga
Shelley Booyesen	Director Schools – project oversight for EPs
9(2)(a)	Manager Review & Improvement – ERO representative on Ministry's NZC advisory
9(2)(a)	Manager Review & Improvement – project manager

2. **Evaluation Partners:** A group of evaluation partners have been selected to carry out the IQA for ERO. These evaluation partners have been selected for their recent school leadership, curriculum and teaching expertise, proven ability to work at pace, and well-established evaluation and critical thinking capabilities. They are well supported to give this work their full attention and to apply their considerable expertise to the task.

Name	Area of expertise
9(2)(a)	9(2)(a)
	Primary - 9(2)(a) Previous experience of senior school leadership Strong curriculum knowledge and understanding of progressions / sequences of learning
	Primary leadership but strong understanding of secondary curriculum - 9(2)(a) Experienced in Quality Assurance / technical rigour and understanding strategic improvement Strong assessment knowledge and knowledge of progression for learning
	Primary leadership - 9(2)(a) Fresh sector experience and strong curriculum knowledge

9(2)(a)	Secondary- 9(2)(a)
	Assessment and quality assurance a strength
	Secondary / Tertiary- 9(2)(a)
	Strong evaluation / QA knowledge
	Primary- 9(2)(a)
	NZC developments – literacy / numeracy progressions
	Previous senior leadership experience in schools
	Across rural/urban/large/small
	Experienced in quality assurance
	Primary teaching and leadership - Christchurch based
	Led literacy across her Kahui Ako
	Primary- 9(2)(a)
	Strong subject knowledge and leadership in mathematics
	Manager Pou Reo
	Specialist in Te Reo and matauranga
	Pou Reo advisor
	Specialist in Te Reo and matauranga
	Pou Reo advisor
	Specialist in Te Reo and matauranga

3. **Leadership Partners:** A small group of Leadership Partners have been approached for the first tranche of quality assurance. Together, they are representative of the primary, intermediate and secondary sectors, and cover the North and South Islands. Some partners are also engaging the subject experts in their schools (for example, Heads of Faculty or syndicate leaders with literacy / numeracy specialisms). We continue to carefully select and approach those Leadership Partners who will be most suitable for each curriculum tranche. We are currently securing formal agreements from participating partner schools and will be in a position to share details of confirmed partners before 17 June.

Name	School
9(2)(a)	Principal at 9(2)(a), specialist in literacy and English
	Principal at 9(2)(a)
	Deputy Principal and English / curriculum / teaching specialist at 9(2)(a)
	Deputy Principal and science specialist at 9(2)(a)
	Head of English at 9(2)(a)
	Principal and literacy/English specialist at 9(2)(a)
	Head of Department English at 9(2)(a)
	English subject specialist at 9(2)(a)
	Junior school curriculum leader at 9(2)(a)
	Middle school curriculum leaders and literacy specialist at 9(2)(a)
	Principal at 9(2)(a)

NOTE:	A further 8 leaders have indicated their interest with formal agreements pending
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4. **International Experts:** The following international experts have been approached and have expressed interest in forming part of ERO's international expert panel. Please note that this list is subject to formal agreement and availability.

Name	Area of expertise
David de Carvalho	<p>Currently serving as executive Dean at the Faculty of Education, Philosophy and Theology at the University of Notre Dame.</p> <p>Prior to this role, David was the Chief Executive Officer (CEO) of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and CEO of the NSW Education Standards Authority. He has extensive experience in leading major reforms at both national and state level. David led the rewrite of the Australian Curriculum 2020-2022.</p>
Tim Oates CBE	<p>Head of Assessment Research and Development division at Cambridge University Press.</p> <p>Helped drive knowledge-rich education movement in UK. One of the main architects of 2014 UK curriculum.</p> <p>Was head of Research and Statistics at the Qualifications and Curriculum Agency.</p>
9(2)(a)	
9(2)(a)	

*to be confirmed

9(2)(a)

Proactively Released



Briefing report

Education Review Office (ERO): Update note following ERO's Independent Quality Assurance of the first set of Curriculum Material received from the Ministry of Education

Date	30 May 2024
Security Level	N/A
ERO Priority	Medium
ERO Reference	M24-49
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Not recommended

Addressee	Action sought	Deadline
Minister of Education	It is recommended that you: a) Note that ERO has completed and returned the IQA feedback on the final set of curriculum materials received from the Ministry of Education, and has received confirmation that this has been actioned.	

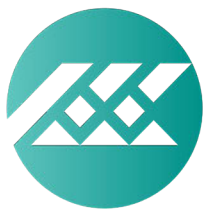
Attachments:

**Education Review Office (ERO):
Update note following ERO's
Independent Quality Assurance of
the first set of Curriculum Material
received from the Ministry of
Education**

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	

Comments:



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Ref: M24-49

30 May 2024

Hon Erica Stanford
Minister of Education

Update note following ERO's Independent Quality Assurance of the first set of Curriculum Material received from the Ministry of Education

Purpose

1. The purpose of this note is to provide you with an overview of the Education Review Office's Independent Quality Assurance (IQA) of the first set of curriculum material received from the Ministry of Education, for your information.

Background

2. You commissioned the Education Review Office (ERO) to provide assurance that the curriculum rewrite will result in a fit for purpose product that is accessible, understood and easily implemented by the sector.
3. ERO has used the approved design principles and associated design criteria to develop a quality assurance framework that includes rubrics based on the design criteria. We briefed you on the arrangements recently put in place on 23 May (M24-45 refers).
4. This first cycle of quality assurance has involved a group of nine ERO evaluation partners and two managers analysing the curriculum material received from MOE on Monday 20 May 2024. Feedback was provided to the MOE on Friday 24 May, in line with agreed timeframes. The material received from the MOE included elements of the following learning areas:
 - English Years 0-6
 - English Years 7-13
 - Mathematics and Statistics Years 0-13.

Overarching comments

5. The products received from the MOE, particularly for the English learning areas, were limited in the scope of materials received. While we have been able to quality assure some of this material against the relevant design criteria, given the fragmented nature of what we have received, this is incomplete for some year groups and some components of learning areas. At this stage, and until we receive a fuller set of material, we are unable to make a judgement about usefulness/useability in schools.
6. The IQA raised concerns about the curriculum material being written in isolation from the New Zealand Curriculum Framework that provides the necessary context to achieve the

design principles across all the learning areas. Without this overarching framework there is a risk that the learning area materials produced do not reflect the design principles and lack coherence with this framework.

Learning Area-specific comments

Mathematics and Statistics Year 0-13 [received content and progress outcomes for years 1-10]

7. Strengths

- ERO received more substantial material for this learning area, allowing for a more thorough QA. The 'know' and 'do' elements of the purpose statement were clear and succinct, containing connections to the real-life application of maths, and to other learning areas. Much of the content also indicates that the science of learning underpins this learning area.

8. Areas for further consideration

- Some of the 'Understand, Know, Do' components in relation to the design criteria are missing and could benefit from being made more explicit. Some elements of the learning area, such as those that require descriptions of teaching and/or showing how learning is demonstrated could benefit from being more specific and clearer.

English Years 7-13 [received purpose statement, content and teaching methods for years 7-13]

9. Strengths

- The content was carefully sequenced with a clear focus on building progressive understanding. There was also evidence of focus on disciplinary knowledge (design criteria ELA-G2).

10. Areas for further consideration

- Within the content received, only six of the nineteen programmes were available for quality assurance. For this reason, our quality assurance is limited. It is unclear how the purpose statement reflects certain elements of the design criteria which are critical to see how the programmes are linked together. Unlike the Mathematics and Statistics learning area, the teaching methods and programmes in this learning area are not clear about what a learner needs to know and at what stage.

English Years 0-6 [received content and teaching methods for years 1-3]

11. Strengths

- The foundations for appropriate sequencing and progression were evident, particularly for the sections that lead into reading and writing. However, while some areas are very specific about progression, others show the same content across multiple years.

12. Areas for further consideration

- A key concern raised was that these materials were originally written by the Ministerial Advisory Group (MAG) with the purpose of being a sample for the MOE writing group. ERO welcomes the opportunity to QA this again when the writing group has progressed this area and material is more reflective of the most up to date evidence around effective pedagogy, as some of this is currently outdated.
- With regards to this sample, clearer expectations around structured literacy are necessary, particularly in relation to teaching and learning, and consideration needs to be given to balancing teacher-focussed content with student-focussed content.

13. Across all learning areas, the IQA also raised a specific, overarching concern regarding the expression of general criteria Learning Area General Criteria-G12- *Mātauranga Māori, te ao Māori, te reo Māori me ōna tikanga*. The IQA did not find that the inclusion of this criteria came through strongly enough, but it is critical to ensure the curriculum uniquely reflects the bicultural foundations of Aotearoa New Zealand and so that our Māori learners can see themselves reflected in what they are learning (Common Criteria CC-1).

Next steps

- The MOE have indicated that ERO's feedback from this first round of IQA is being actioned. ERO looks forward to receiving the next round of materials on 17 June for IQA.

Recommendations

14. It is recommended that you:

Note that ERO has completed and returned the IQA feedback on the first set of curriculum materials received from the MOE, and has received confirmation that this is being actioned. **Noted**



Jane Lee
Deputy Chief Executive

NOTED/APPROVED

Erica Stanford
Minister of Education

____/____/____



Briefing report

Education Review Office (ERO): Update on In-School Testing of draft English Y0-6 and Mathematics and Statistics Y0-8 curriculum material

Date	16 August
Security Level	N/A
ERO Priority	Medium
ERO Reference	M24-73
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Not recommended

Addressee	Action sought	Deadline
Minister of Education	<p>It is recommended that you:</p> <p>a) Note that ERO has completed the first phase of in-school testing in respect of English 0-6 and Mathematics and Statistics 0-8.</p> <p>b) Agree that this briefing is not published given that this material is under active consideration.</p>	



Attachments:

Appendix 1: Summary of schools in the in-school testing IQA focus group

Appendix 2: Overall summary of New Zealand sufficiency re comparability

Minister's Office to complete

Noted ☐

Seen ☐

Approved ☐

Referred to:

Date signed by Minister:



Comments:



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Our Ref: M24-73

16 August 2024

Hon Erica Stanford
Minister of Education

Update on In-School Testing of draft English Y0-6 and Mathematics and Statistics Y0-8 curriculum material

Purpose

1. The purpose of this paper is to provide you with an overview of the Education Review Office's approach to, and findings from, its In-School Testing of the draft Curriculum Material for Y0-6 English and Y0-8 Mathematics and Statistics as part of its Independent Quality Assurance (IQA).
2. The in-school testing of Te Mātauranga o Aotearoa materials is still underway. These reports are due on August 23, 2024.

Background

3. You commissioned the Education Review Office (ERO) to provide assurance that the curriculum rewrite will result in a fit-for-purpose product that is accessible, understood and easily implemented by the sector.
4. In-school testing is a key stage in the independent quality assurance process. School leaders and teachers are provided with the draft curriculum materials to review, discuss and trial in their classes. They provide feedback on their insights as to the use and useability of the products by teachers.
5. The in-school testing conducted by ERO contributes to the wider process of sector consultation commenced by the Ministry of Education from 12 August.
6. Reports on ERO's findings from the in-school testing were submitted to the Ministry of Education on 15 August.

Methodology

7. ERO has engaged selected partner schools for sector advice throughout the IQA process. These schools were invited to contribute more deeply to the process by testing the materials over the course of a week. Six of the eight schools were available to participate.
8. The six selected schools were briefed on the process in advance. See the information about the selected schools in the appendix.

9. The draft curriculum materials and key questions to guide their feedback were shared on Monday 5 August (English) and Tuesday 6 August (mathematics). The mathematics version was an earlier one than that released to the wider sector for consultation on 12 August.
10. On Monday 12 August, leaders and teachers joined online structured focus groups, facilitated by the ERO IQA team. They also completed an electronic feedback form. The focus groups and feedback forms focused on the likely sector reaction to the curriculum material and identified changes in the materials that can be made to support sector engagement and use.
11. The short timeframe for this activity, and the small number of schools, means the findings are not intended to be widely representative, but to provide an early indication of likely sector response.

Overarching findings

12. The general theme from the leaders and teachers was that there is still work to be done before the materials are ready for use in the sector. Schools expressed their desire to have the following strengthened or included across both learning areas:
 - a. Quality exemplars and resources to guide teachers.
 - b. Greater clarity on teaching requirements, guidance, practice and methods, and a sense of the extent to which these will be prescribed or allow for some flexibility.
 - c. For the materials to clearly acknowledge the cultural contexts of students in the classroom and the uniqueness of children growing up in New Zealand.
 - d. A clearer and simpler picture of the expected progressions and expectations within and through the phases of the learning areas.

Overarching findings mathematics

13. Specifically in **mathematics**, overall, most teachers found the material to be useful, but considered there were areas that could be improved. They seek greater clarity on how the curriculum should be used; greater balance between prescription and flexibility; and strengthened progressions through the phases.
14. Overall, the materials for Y0-8 mathematics were considered for the most part useable and fit for purpose.

Overarching findings English

15. ERO has previously raised concerns about the content of the English material through four cycles of IQA. This was reinforced by the first of our international comparison reports, received on 12 August. The Ministry of Education has made the decision to delay the scheduled sector release of the English material pending further rewriting.
16. Specifically in **English** the schools expressed through their feedback that they would like to see some areas of improvement. For context, it is important to note that the draft materials provided did not include all the resources and guidance that are in development, so they did not have a full understanding yet of how these will

complement the content. Schools expressed their desire to have the following strengthened or included:

- a. A clearer and simpler picture of the expected progressions and expectations within and through the phases of the learning area, especially in Phase 2.
 - b. Guidance on planning for scope and sequence would be useful, so that content and progression is not left to chance. They would like to see links to learning, reading levels and specific programmes.
 - c. Setting higher expectations for learning outcomes that will lead to improved levels of achievement and attainment for students.
 - d. Broadening the purpose and intent of English as a Learning Area beyond technical skills, with a greater sophistication that considers multiliteracies, and engenders in students a sense of enjoyment and purpose for communication.
17. Overall, other than in Phase 1, the materials for Y0-6 English were not yet considered useable or fit for purpose.
18. The focus groups also provided insights into what they would like to see considered by the Ministry of Education to support the **implementation** of the two curriculum areas, to ensure that leaders and teachers are well prepared. A separate note was provided to the Ministry of Education on this matter. The overall advice was that, to reduce the cognitive load on schools and their teachers required from the implementation of two new curricula in 2025, there are some supports and resources they would find useful.
19. Suggestions to support schools' confidence in the implementation plan were:
- a. Assurance of the provision of time, funding and equitable access to appropriate professional development.
 - b. Support for new graduates to engage with the new curriculum requirements.
 - c. Clarity on assessment and reporting requirements.
 - d. An understanding of the teacher guidance and resources that are under development.
 - e. Of note, the focus groups were especially advocating for strategies to support small or rural schools, for example where teachers might be covering classes across 6 levels.

Next steps

20. ERO is relooking at Y0-6 English early next week by way of a desktop analysis prior to sector consultation.
21. Work with international curriculum experts is underway and comparison reports from two more experts are due mid September. Our first piece looking at English 0-6 reiterated much of our own findings in respect to this material.

Recommendations

22. It is recommended that you:

- a) **Note** that ERO has completed the first phase of in-school testing in respect of English 0-6 and Mathematics and Statistics 0-8.

Noted

b) **Agree** that this briefing is not published given that this material is under active consideration.

Agreed / Disagreed



Nicholas Pole
Chief Executive

NOTED/APPROVED

Erica Stanford
Minister of Education

___ / ___ / ___

Proactively Released

Appendix One: Summary of schools in the in-school testing IQA focus group

The schools included:

9(2)(a)



Features of the schools in the focus groups:

- Seventy-nine teachers/ school leaders / specialists from six schools participated in the in-school testing focus groups, of which three were contributing primary (Y0-6) schools and three were full primary (Y0-8) schools. Only one school had a low equity index score (less students from low socio-economic backgrounds).
- Two schools had medium size rolls for primary schools and the other four had large sized rolls.
- Three schools had from around 15-25 percent of the roll identifying as Māori or Pacific, two schools had from one third to one half, and the remaining school had over 90 percent of students identifying as Māori or Pacific.
- One school had a third of the roll identifying as Asian or MELAA, and another three schools had over 10 percent identifying as Asian or MELAA.
- Participants included teachers from all year levels (Y0-8), including one bilingual Y1-3 class; as well as non-teaching school leaders and literacy or mathematics support specialists. Many teachers had multi-year level classes, predominantly two year levels, but some with three, and many spanning across Phase 1 and Phase 2.
- Over half of the participants had 10+ years of teaching experience, a quarter had 3-10 years, and the remaining one-fifth 1-2 years. Participants with 10+ years of experience were likely to be literacy or mathematics specialists (sometimes both) in their school.
- Of the participants, over 90 percent were NZ trained, with the others having trained overseas, mostly in the UK.
- All schools but one had not engaged in Structured Literacy PLD (a contributing primary).

Overall summary of New Zealand sufficiency re comparability

Oral, Reading and Writing

Judgement Key

	<p>Comparison/alignment and/or coverage points in common internationally</p> <p>Well-developed and sufficient for consultation with sector</p> <p>Internationally comparable or better</p>
	<p>Comparison/alignment and/or coverage points in common internationally</p> <p>Sufficient for consultation with sector</p> <p>Mostly Internationally comparable</p>
	<p>Review required of vertical or horizontal progression alignment of strands</p> <p>Working towards Internationally comparable – content is there however expectations, depth, breadth and pace require review, alignment and checks against AU/BC/SI.</p> <p>Revisit literature progressions to ensure range, progression and repertoire.</p> <p>Likely to be comparable with critical revision</p>
	<p>Further significant work required to enhance processes, skills and strategies refer to other key jurisdictions and to prepare students for Year 8 Targets, Year 10 NCEA Literacy and Senior English.</p> <p>Not yet sufficient – refer to findings for further detail</p> <p>Not yet Internationally comparable</p>

	Foundation ¹	Year 1	Year 2	Year 3 ²	Year 4	Year 5	Year 6
Oral					<p>Strengthen focus on oral presentation and effective communication – develop oral language skills further then</p> <p>Link oral more purposefully with oral traditions, writing and text purpose – develop greater understanding of critical oracy and persuasion by Year 8.</p> <p>Use oracy progressively for critical reflection, debate, persuasion and editing.</p>		
Reading	<p>Include guidance on what to follow on from in Te Whāriki ECE. Build the links faster and increase the alphabetic and pattern knowledge.</p>	<p>Revisit alignment with oral above to ensure they work cohesively together in a step sequenced way.</p> <p>Provide reading progression for reading digitally and managing text on screen.</p> <p>Review the dominance of narrative.</p> <p>Expand knowledge of text type, purpose and genre – create a broader baseline earlier and teach the structure and language features of text type.</p>			<p>Strengthen the explicit teaching of reading for textual analysis – including the how and use of literary techniques. Recall and retell should not feature at this level.</p> <p>Increase the cognitive challenge and skills required to comprehend and analyse literary text, inclusive of close reading and viewing critically – look more at the why of the text. Refer to the author's position and influence of heritage.</p> <p>Scaffold the evaluation of the impact of English language choices and move towards the identification and evaluation of abstract ideas. Connect the form of the text, the function and key ideas. Build to intertextual, thematic foci.</p>		
Writing	<p>Increase fine motor, dexterity, midline and eye tracking skills.</p>	<p>Increase progression knowledge of text types, purpose, genre – ensure students can articulate these and choose forms to reflect function. Write a range of texts including different forms and extended forms.</p> <p>Expand writing processes providing for progression and complexity over time and ensure they know how to author an essay.</p>			<p>Increase digital writing focus and writing repertoire by Year 8 – match this progression with manual writing skills and editing techniques and tools.</p>		

¹ Make relevant connections to New Zealand's Early Childhood Curriculum to provide for positive examples of what learners know as a starting point



Briefing report

Education Review Office (ERO): Update on In-School Testing of Te Reo Rangatira and Pāngarau Wāhanga Ako draft curriculum material

Date	3 September 2024
Security Level	N/A
ERO Priority	Medium
ERO Reference	M24-76
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Not recommended

Addressee	Action sought	Deadline
Minister of Education	<p>It is recommended that you:</p> <p>a) Note that ERO has completed the in-school testing in respect of Te Reo Rangatira and Pāngarau Wāhanga Ako.</p> <p>b) Agree that this briefing is not published given that this material is under active consideration.</p>	

Attachments:

Appendix 1: Summary of kura in the in-school testing IQA

Comments:

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	



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Our Ref: M24-76

3 September 2024

Hon Erica Stanford
Minister of Education

Update on In-School Testing of draft Te Reo Rangatira and Pāngarau Wāhanga Ako curriculum material

Purpose

1. The purpose of this paper is to provide you with an overview of the Education Review Office's approach to, and findings from, its In-School Testing of the draft Curriculum Material for Te Reo Rangatira and Pāngarau as part of its Independent Quality Assurance (IQA).

Background

2. You commissioned the Education Review Office (ERO) to provide assurance that the curriculum rewrite will result in a fit-for-purpose product that is accessible, understood and easily implemented by the sector.
3. In-school testing is a key stage in the independent quality assurance process. School leaders and teachers are provided with the draft curriculum materials to review, discuss and trial in their classes. They provide feedback on their insights as to the use and useability of the products by teachers.
4. The in-school testing conducted by ERO contributes to the wider process of sector consultation commenced by the Ministry of Education from 12 August.
5. Reports on ERO's findings from the in-school testing were submitted to the Ministry of Education on 22 August.

Methodology

6. ERO approached eight kura from Ngā Kura a Iwi to test the materials in the classroom and provide feedback. One was unable to provide the feedback in the given timeframe.
7. The seven selected kura were briefed on the process in advance. See the information about the selected kura in the appendix.
8. The English versions of the draft curriculum materials and key questions to guide their feedback were received from the Ministry of Education and shared with the kura on Monday 5 August. The te reo versions were received from the Ministry of Education and shared on 12 August. This delay means only the English versions were tested.

9. On Monday 19 August, four Review Officers visited their selected kura and observed a total of 13 kaiako teaching aspects of the draft curriculum materials. They then facilitated follow-up discussions with the kaiako, focused on the likely sector reaction to the curriculum material and any changes in the materials that could be made to support sector engagement and use.
10. The short timeframe for this activity, and the small number of kura, means the findings are not intended to be widely representative, but to provide an early indication of likely sector response.

Overarching findings

11. The overall assessment for both Te Reo Rangatira and Pāngarau Wāhanga Ako is that the materials are mostly useable and fit for purpose.

Overarching findings Pāngarau

12. Specifically, in **Pāngarau**, overall, most kaiako found the material to be useful, and suitable for reo-rua / rumaki / Ngā Kura ā-lwi settings. It was especially well received by experienced kaiako.
13. There were some areas identified that could be strengthened or improved:
 - a. Formatting for ease of navigation through the document.
 - b. Further support for beginning teachers, such as exemplars and professional development.
 - c. Expectations of ākonga in some strands are set too low and need to be checked for alignment with those of the NZC curriculum phases.
14. Overall, the materials for Pāngarau were considered for the most part useable and fit for purpose.

Overarching findings Te Reo Rangatira

15. Specifically in **Te Reo Rangatira** the kaiako found that the materials mostly met their needs and were easy to use, especially by experienced kaiako. The resources and activities provided were a strength. The tūarere are well defined and structured for use, and the material is engaging for ākonga.
16. There were some areas identified that could be strengthened or improved:
 - a. Formatting for ease of navigation through the document, including better organisation of the large number of reference resources and further coherence across the phases
 - b. Provision of guidance in how to use the materials, especially for beginning teachers
 - c. Expectations of ākonga in some strands are set too low and need to be checked for alignment with those of the NZC curriculum phases.

Next steps

17. ERO is working with international experts in indigenous curricula and a comparison report is due mid-September.

Recommendations

18. It is recommended that you:

a) **Note** that ERO has completed the in-school testing in respect of Te Reo Rangatira and Pāngarau Wāhanga Ako.

Noted

b) **Agree** that this briefing is not published given that this material is under active consideration.

Agreed / Disagreed


Nicholas Pole
Chief Executive

NOTED/APPROVED

Erica Stanford
Minister of Education

___/___/___

Appendix One: Summary of kura in the in-school testing IQA

The kura involved were:

9(2)(a)

Overall Data - Total Observations											13
Kalako Experience			TMOA Experience			Year Level			Specialist in subject	Lesson Strand	
0			0			Y1	1	8%	Yes	He uri whakahahe kite whai ao	1 8%
1-2	1	8%	1-2	4	31%	Y2	2	15%	No	He puna kōrero o te pāngarau	1 8%
3-10	4	31%	3-10	2	15%	Y3	1	8%		Kia Tika	7 54%
10+	8	62%	10+	7	54%	Y4	3	23%			
						Y5	3	23%			
						Y6	3	23%			



INFORMATION UPDATE

Our Ref: M24-94
26 September 2024

International Panel Reports on NZC English (Years 0-6) and Mathematics & Statistics (Years 0-8) Learning Areas

Purpose

1. This paper updates you on key messages from the International Panel reports on NZC English Y0-6 and Mathematics & Statistics Y0-8.

Background

2. ERO has been commissioned to provide the Ministry of Education with independent quality assurance on the 2024 New Zealand Curriculum Refresh statements. ERO will provide feedback on the extent to which the NZ Curriculum is internationally comparable in relation to other jurisdictions.
3. ERO asked panel members to make comparisons of the draft New Zealand Curriculum Years 0-6 English and Year 0-8 Mathematics learning areas, against comparable international jurisdictions, using specified design criteria; and address the question: *"To what extent does the draft Years 0-6 English and Mathematics Years 0-8 of the NZ Curriculum learning areas compare to the equivalent in other comparable jurisdictions?"*
4. The key factors guiding the quality assurance international comparison work were:
 - The level of detail surrounding the curriculum content.
 - The breadth, depth, and robustness of the curriculum content.
 - The curriculum levels according to age and stage of learner development.
 - The consistency and organisation of the curriculum document.
5. ERO also commissioned a comparative study of the English Y0-6 Learning Area with curricula from British Columbia, Australia and Singapore.

Overall comment

6. Overall, international experts consider the two learning areas are aligning well with similar jurisdictions curricula, with some development needed.
7. International experts expressed concern about the presentation of the curriculum material but for varying reasons:
 - Matrix presentation impedes clarity, compromises progression, risks overspecification and superficial complexity.

- Suggests the development of an interactive, electronic version of both learning areas with drop-down menus from content descriptions that offer more detailed teaching guidance for teachers to organise the way they view and use the curriculum.
8. These matters should be addressed once this material is loaded on-line. Further mapping of the Mathematics and Statistics Y0-8 will be undertaken as part of our international benchmarking work.

Key messages for English Y0-6

9. International experts are supportive of the knowledge rich, content selective English curriculum, but warn of curriculum overload, with greater clarity needed on fundamental elements. Greater clarity is needed on scope, depth, frequency and type of texts to be read and the need for year-by-year increases in scope and depth, different text types, and expectations for analysis and explanation so learners cope with expectations in later years.
10. Understand, Know, Do statements are seen as emphasising the importance of learning across cultures and languages, but this concept is not yet reflected in the specific progressions. This concern about learners from diverse backgrounds was noted in particular when considering pedagogical approaches that can lack an acknowledgment of what learners bring to the classroom.
11. International comparisons were complementary about the reading, writing and oral language strands, but expressed concern about a narrow focus. Digital literacy and critical literacy require development and different strategies for teaching, and the place of literature in reading and writing is noted as missing.

Key messages for Mathematics & Statistics Y0-8

12. The Mathematics and Statistics content is well framed and organised into coherent and systematic learning sequences, and there is good parallel development in the different strands. Learning progressions are well structured and key ideas in mathematics are emphasised appropriately, but as in English there is a risk of curriculum overload. In Mathematics and Statistics this could be lessened by the use of workbooks.
13. One international expert strongly suggested including key capabilities required to apply maths to solve real world problems in a fourth set of Big Ideas, namely "Thinking Mathematically": a way of thinking to involve mathematics to solve real-world problems.



Education Review Office Independent Quality Assurance – Cover note

International Comparison by Tim Oates, Cambridge University
and David de Carvalho, University of Notre Dame

18 September 2024

Context

ERO has been commissioned to provide the Ministry of Education with independent quality assurance on the 2024 New Zealand Curriculum Refresh statements. ERO will provide feedback on the extent to which the NZ Curriculum is internationally comparable in relation to other jurisdictions.

About the international experts

Tim Oates CBE joined Cambridge University Press & Assessment in May 2006 to spearhead the rapidly growing Assessment Research and Development division. He was previously at the Qualifications and Curriculum Agency, where he had been Head of Research and Statistics for most of the last decade. Work included advising on a pan-European 8-level qualifications framework. He has advised the UK Government for many years on both practical matters and assessment policy. He started his career as a research officer at the University of Surrey. He moved to the FE Staff College in 1987 where he helped run the Work-Based Learning project. London University's Institute of Education then appointed him as NCVQ Research Fellow. In 1993, he joined one of the QCA's predecessor bodies, the National Council for Vocational Qualifications, as Head of GNVQ Research and Development. Promotion to Director of Research followed two years later. Tim was awarded CBE in the 2015 New Year's Honours for services to education.

Professor David de Carvalho is the Executive Dean, Faculty of Education, Philosophy and Theology, The University of Notre Dame Australia. He has extensive experience in leading major reforms at both national and state level and a deep personal passion for, and understanding of, education. Prior to joining Notre Dame, Professor de Carvalho was Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority (ACARA), where he led major reforms of the Australian Curriculum and the National Assessment Program; notably the rewrite of the Australian Curriculum 2020-2022. He is a past CEO of the New South Wales Education Standards Authority. He has held senior roles in the public sector at both the federal and state government levels including deputy secretary of the NSW Department of Family and Community Services and the Commonwealth departments the Treasury, Health and Ageing, Finance and Deregulation, Education, and Prime Minister and Cabinet. Professor de Carvalho also holds extensive knowledge of Catholic Education having served as CEO of the National Catholic Education Commission from 1998-2003. He started his career as a secondary school teacher and has strong research knowledge having served on the boards of the Australian Council for Educational Research and the Curriculum Corporation (now Education Services Australia).



Scope of work

1. To make comparisons of the draft New Zealand Curriculum Years 0-6 English and Year 0-8 Mathematics learning areas, against comparable international jurisdictions, using specified design criteria.
2. To produce a report answering the question: 'To what extent does the draft Years 0-6 English and Mathematics Years 0-8 of the NZ Curriculum learning areas compare to the equivalent in other comparable jurisdictions?'.

The key factors guiding the quality assurance international comparison work are as follows:

- The level of detail surrounding the curriculum content
- Breadth, depth, and robustness of the curriculum content
- The curriculum levels according to age and stage of learner development
- The consistency and organisation of the curriculum document.

Materials provided for review

- IQA NZC International Comparison Design Criteria
- NZCR English 0-6 July 2024 v2-sgl-pages
- NZCR Maths 0-8 August 2024 A3_010

Tim Oates key messages: English

- Oates is strongly supportive of the direction of travel of the NZ Curriculum Refresh. Comparative research is strongly suggesting that knowledge rich, evidence-driven specifications are a key to high quality national education which both improves equity and attainment. Major elements of the specification are strongly underpinned by international evidence – particularly in respect of early and emergent reading. This is a great strength of the NZ specification.
- The 'know' and 'do' statements emphasise the importance of learning across cultures and languages, but this is not yet reflected in the specific progressions.
- Oates expresses concern about:
 - Pedagogical guidance to support ESL students
 - Breadth of reading, analysis and action
 - Lack of exemplar reading texts and writing examples to assist with consistency of expectations regarding level of demand on students for each year level
 - Lack of specificity about what students should explicitly know, understand and do in some aspects of language
 - Lack of scope, depth, frequency and type of texts to be read and the need for year-by-year increases in scope and depth, different text types, and expectations for analysis and explanation.
- Oates expresses significant concerns about the grid or matrix presentation of year-by-year content and recommends a substantial review to address these issues:
 - Impedes clarity
 - Potentially compromises progression
 - Risks overspecification but also adds superficial complexity
 - In some cases, no obvious development across a phase that could be expected.

- The role of oracy in reading and writing is understated and while ‘weaving teaching around these strands’ is suggested, Oates suggests more strongly highlighting oracy as a precursor to reading and writing.
- There is a risk of curriculum overload resulting in overburdening teachers, local decisions about content coverage, adverse impact on student progress, and equity of achievement.

Tim Oates key messages: Maths

- Oates considers this to be a very significant improvement on the arrangements presently in New Zealand and represents a substantial step forward. The content is well framed and organised into coherent and systematic learning sequences, and there is good parallel development in the different strands. Learning progressions are well structured and key ideas in mathematics are emphasised appropriately.
- There is however a risk of overload.
 - The proposed content specifications are substantial and risk schools deciding on what learning to prioritise, rather than having clarity on fundamentals.
 - Some content needs more clarity about complexity and depth – Oates suggests prescribed textbooks would help define expectations.
- The distinctive elements of the curriculum and pedagogy need to be highlighted to a greater degree
 - Oates suggests that it is essential to collate and clearly state the fundamental elements of preferred pedagogy and have this focus in any learning materials.
- There are some sequencing issues remaining which Oates notes in his report.

Tim Oates overall comment

Oates finds that both learning areas are signalling a significant and positive direction of change, more comparative with other jurisdictions. He expresses concern that in both Mathematics and English progressions there is the potential for curriculum overload. The potential overload is due to the undifferentiated combination of fundamental elements and ancillary or secondary elements, and the granularity in some curriculum elements.

David de Carvalho key messages: English

David de Carvalho notes that the draft NZ English Curriculum Years 0-6 exhibits a high degree of careful selection of content and generally compares well with the Australian Curriculum.

Positive features noted include:

- The introduction of phonological and phonemic awareness in Year 1 with a strong focus on the used decodable readers and the subsequent years build on these foundations.
- The breaking down of the Phase 1 Reading strand into two sub-strands which provides clearer guidance to teachers at the content description level.
- Increasing complexity of the texts that students encounter as they progress through the year levels.
- Selection of curriculum content and teaching practices aligned to the overall curriculum purpose.
- The simple and clear “Understand, Know, Do” framework within which the three strands are presented.
- The section on ‘The Science of Learning’ which explains how cognitive load theory should be applied in the context of developing literacy skills, especially reading.



David de Carvalho expresses concern about:

- Repetition of the same wording of the content description in consecutive year levels, and the same teaching methods being identified for three or more year levels.
- The lack of progression across year levels in parts of the curriculum material.
- The 'I do, we do, you do' approach which gives the impression that there it is NEVER appropriate for teachers to adopt pedagogical approaches that don't start with teacher modelling even when content is new.

The curriculum material could be improved by:

- Presenting the sub-strands diagrammatically early in document (similar to this diagram in the Australian Curriculum).
- Mentioning the importance of a "knowledge-rich" curriculum in other learning areas as a vehicle for expanding students' vocabulary and ability to comprehend texts.
- Developing an interactive, electronic version of the curriculum that will allow teachers to customise it to suit their needs (as per the v9 Australian Curriculum website).

David de Carvalho key messages: Maths

David de Carvalho notes that draft curriculum content for Years 0-8 Mathematics and Statistics compares very well with the Australian Curriculum Mathematics (Primary K-6) in terms of selection of content, sequencing, vertical coherence.

Positive features noted include:

- The visual organisation of the curriculum document in terms of the sequencing across multiple years, and the identification of sub-strands.
- The additional element of highlighting the absolutely critical knowledge and capabilities which provides clear guidance to teachers for their planning and assessment.
- The "Know: content and concepts" section and concise summary of the key strands of the draft curriculum.
- The ability to view the year levels of each phase across two pages side-by-side which helps teachers see the sequencing very clearly and the inclusion of the 6-month period.

David de Carvalho expresses concern about:

- The overly prescriptive structure of lesson plans and suggests that reference to high impact teaching strategies might be more helpful than an overly structured lesson plan.
- Leaving the timing of tests to teachers and the lack of clarity about the use of data to inform teaching.

The curriculum material could be improved by:

- Giving consideration to the development of an interactive website like the Australian Curriculum v9 version of the curriculum with "drop-down" menus from the content descriptions that offer more detailed teaching advice and allow teachers to organise the way they would like to view the curriculum.
- Highlighting the connections between the strands – internal horizontal coherence (e.g. between statistics and probability, measurement and geometry, number and algebra).
- Including key capabilities required to apply maths to solve real world problems in a fourth set of Big Ideas, namely "Thinking Mathematically".

David de Carvalho overall comment

Overall, David de Carvalho finds that the English Years 0-6 and Mathematics (0-8) compare very well to the respective learning areas of the Australian Curriculum. He suggests developing an interactive, electronic



version of both learning areas that allows with drop-down menus from content descriptions that offer more detailed teaching guidance for teachers to organise the way they view and use the curriculum. ERO notes that this interactive curriculum was demonstrated at a recent ACER conference attended by ERO officials and agree strong consideration should be given to this recommendation.

9(2)(a)



Manager Education Initiatives

Proactively Released



IQA International Comparison English YO-6

Content progressions in relation to British Columbia, Australia, and Singapore

Summary of content comparison of New Zealand English YO-6 learning area with curriculum material from British Columbia, Australia and Singapore

Significant work is still required to ensure the progressions are fit for purpose and internationally comparable in all three strands.

More detail is required to ensure the antecedents for success are in place at each year level, and to the required depth through the year levels. Priorities should be more clearly set and clearly ordered in the progressions.

Mostly comparable in reading. Reading however also needs to move to Early Childhood Education (ECE) Curricula to reach down and get the phonological work underway much earlier. In oral language, exceeding good in Years 1-3 in particular. It is not sufficient in Years 4-6. Somewhat comparable in writing however with further work required as it is not sufficient at this point in time.

Strengths

- Clear focus on three strands – explicit and focussed.
- Significant progress in specifying the content required at each level in a structured way.
- Strong focus on Oral language – eclipsed internal comparison in Year 1-3.
- Reading, clear delineation of skills and building on – at times, it appears too compartmental, some skills would begin in Year 1 and reach over Year 2. Phonological needs to begin earlier and be reinforced through to Years 3.
- Writing specific focus area – still requires refinement and expansion see below.
- Clear progression across to Year 6 – and some areas given more emphasis as critical levers.
- Focus on processes and some guidance for teachers in the teaching notes about strategies.

Obvious Gaps

- Digital reading and writing – it is not just keyboarding in Year 4. This whole stream requires development and different strategies to ready digitally.
- Scant reference to first languages and learning through those languages or about the influence of these languages on New Zealand English.
- Cultural connectedness and awareness – it's 'embedded' and made invisible – hard to see the New Zealand in the English progressions – has to be more than just in teaching guidance refer to findings



on Oral language in Years 4-6. New Zealand English has its own worth, merit and distinctiveness and this requires more revision and thought.

- Links to quality NZ Early Childhood Curriculum and early literacy in Foundation Years.

Key learnings from other countries

1. Increase the pace of language learning and vocabulary acquisition.
2. Promote more seamless phase transitions.
3. Raise expectations in Year 2 and Year 3 – Increase cognitive demand.
4. Strengthen Writing Progressions.
5. Expand oral and aural language in Years 4-6 with a dual focus on speaking and 'hearing'.
6. The place of literature and reading and writing.

Proactively Released



Overall summary of New Zealand sufficiency re comparability

Oral, Reading and Writing

Judgement Key

	Comparison/alignment and/or coverage points in common internationally Well-developed and sufficient for consultation with sector Internationally comparable or better
	Comparison/alignment and/or coverage points in common internationally Sufficient for consultation with sector Mostly Internationally comparable
	Review required of vertical or horizontal progression alignment of strands Working towards Internationally comparable – content is there however expectations, depth, breadth and pace require review, alignment and checks against AU/BC/SI. Revisit literature progressions to ensure range, progression and repertoire. Likely to be comparable with critical revision
	Further significant work required to enhance processes, skills and strategies refer to other key jurisdictions and to prepare students for Year 8 Targets, Year 10 NCEA Literacy and Senior English. Not yet sufficient – refer to findings for further detail Not yet Internationally comparable

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Writing	Increase fine motor, dexterity, midline and eye tracking skills.	Increase progression knowledge of text types, purpose, genre – ensure students can articulate these and choose forms to reflect function. Write a range of texts including different forms and extended forms. Expand writing processes providing for progression and complexity over time and ensure they know how to author an essay.			Increase digital writing focus and writing repertoire by Year 8 – match this progression with manual writing skills and editing techniques and tools.		

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