



Curriculum Updates

22 Feb 2024

Our Shared Priorities

- Focus on lifting achievement, progress and attendance
- Sector leaders and kaiako are well supported to lead change



Curriculum Priorities in Action:

- 1) Strengthen curriculum design & delivery
- 2) Implement the refreshed curriculum (Te Mātaiaho)
- 3) Focus on foundational learning
- 4) Improve wellbeing and learning outcomes
- 5) Support NCEA change



1) Strengthen Curriculum Design & Delivery

Promote a common understanding of strategies to support curriculum initiatives that lift achievement, support progress and improve attendance:

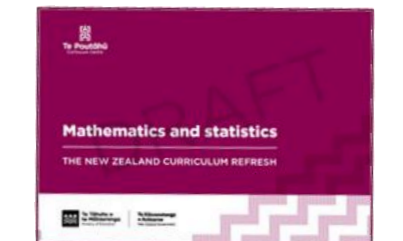
- i. The Science of Learning
- ii. Structured approaches to teaching literacy and maths ("hour a day")
- iii. Mātauranga Māori and how to weave it across the curriculum
- iv. Inclusive practice (e.g. Universal Design for Learning)
- v. Safe and responsible use of digital technologies to support engagement, access and progression to support the “away for the day” initiative

[The legislation and rules – Education in New Zealand](#)

- vi. Evaluative capability –assessment for learning/achievement data

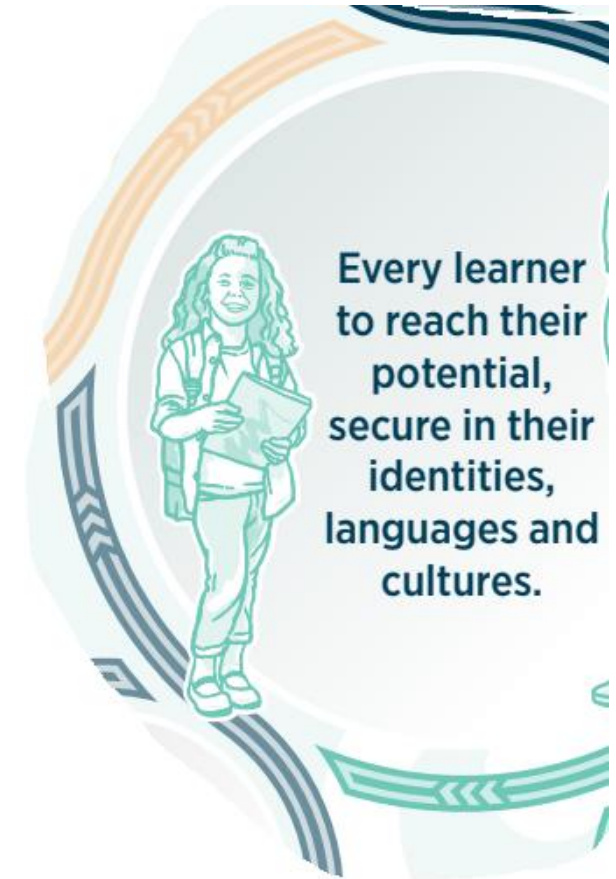
2) Implement the Refreshed Curriculum (Te Mātaiaho)

- a. Continue to engage with the following curriculum resources:
- Te Mātaiaho whakapapa framework (March 2023)
 - Aotearoa NZ Histories and Te Ao Tangata (Sept 2023)
 - English (Sept 2023)
 - Mathematics & Statistics (Sept 2023)
- b. Continue to be guided by the following implementation supports:
- Implementation Supports (Jan 2024)
 - Progressions Model module (UKD framework)



3) Focus on Foundational Learning

- a) Support leaders and teachers to take practical action to achieve the aims of the [Literacy & Communication and Maths Strategy](#)
- b) Refreshed English and Maths & Statistics learning area progressions Y1 – Y10 and resources to support Literacy & Communication and Maths (Common Practice Model) will be tested in Term 2 and released in Term 3 for compulsory use in 2025 ([Ministerial Advisory Group](#))
- c) Promote school-wide and cross-curricular approaches to support students to achieve the NCEA Literacy and Numeracy corequisite



4) Improve Wellbeing and Learning Outcomes

- a. Whole of School Approaches to Wellbeing
 - i. NELP – actions to achieve goals in strategic planning
 - ii. Safe inclusive schools
 - iii. Language, culture and identities
 - iv. Social and Emotional Learning (E.g. Oho and Ata)

- b. Health Curriculum (Including RSE)
 - i. Design and delivery
 - ii. Community consultation
 - iii. Supporting resources/community partners

5) Support NCEA Change

- a. Level 1 Teaching, Learning and Assessment Resources on [NCEA.education.govt.nz](https://www.ncea.education.govt.nz)
 - i. Learning Matrices
 - ii. Course Outlines
 - iii. Achievement Standards, Specifications and Unpacking notes
 - iv. Subject Learning Outcomes
- b. Strengthen NCEA literacy (reading and writing) and NCEA numeracy using:
 - i. [Teaching and Learning overview](#) and supports
 - ii. [Inclusive cross curricular strategies](#)
- c. Mana ōrite mō te mātauranga Māori
- d. Pacific Values Framework

Sector Connects and Supporting Engagements

- Principals' online hui
- Bulletins/pānui/newsletters
- Kāhui Ako (Across School Leads)
- Clusters (RTL/SENCO)
- In-school and in-person support (staff meetings, syndicate meetings, individual teacher support)

Nau mai, haere mai.

Welcome to Tāhūrangi - our new home for curriculum content, teaching materials and news.

Over time we will continue to develop its functionality and add new content.

Check out our "Getting Started" and "Future Improvements" guides by clicking on the tiles below.

If you have any queries or need further support please click on "contact us" or email us at

tahurangi@education.govt.nz

tahurangi.education.govt.nz

- New Zealand Curriculum
- Teaching Support
- Progress and Achievement
- Leading Learning
- Learners and Families
- Learning Content & Resources
- Student Focus



One hour a day reading, writing, and maths for years 0-8

Learn more about the one hour a day for each of reading, writing, and maths for schools using the New Zealand Curriculum.

Teaching Support / Teaching Strategies /
One hour a day reading, writing, and maths for years 0-8



Tags

Audience

- Boards of trustees
- Students
- School leaders
- Kaiako
- Whānau and Communities

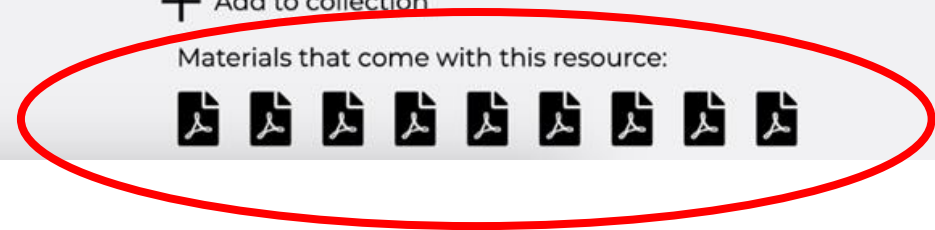
About this resource

This resource explains how the "hour a day" policy for reading, writing, and maths will be rolled out, and we share resources that will help schools prepare for this change.

- 🔒 Add to kete
- 📄 Download resources

+ Add to collection

Materials that come with this resource:



Key information

- Teach reading for an average of an hour a day, **including** a dedicated lesson (i.e. at least 50 minutes using the structure below) **and** integrated into learning areas.
- The 60 minutes can be broken up throughout the day to maximise students' engagement during dedicated lessons.
- Reading and writing are interrelated. Teaching them together is a good way to build skills and knowledge.
- Some students will engage in reading and writing using alternative forms of communication.
- Reading and writing are built on oral language (which includes AAC and NZSL). This means that teachers must

actively support oral language learning alongside reading and writing.

- The proportion of time spent on individual elements of reading instruction will change as students gain skills and knowledge.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the reading hour. This can include standardised assessments when appropriate.

In a typical lesson

Planning

- Plan for **what** reading concepts you will teach explicitly, drawing on the draft progress outcomes for English and draft literacy and communication progress steps.
- Set out specific commitments for **which** concepts will be taught and **how much** time will be spent on each concept including phonemes, phoneme-grapheme correspondences, syllable patterns, morphology, vocabulary, sentence and paragraph structure, and text structure, fluency, comprehension strategies and responding to texts.
- Commit time to making links to and revising prior learning about reading that suits the purpose of the lesson.

During the lesson

- Spend most of each lesson extending previous learning or introducing new concepts in ways that suit the purpose of the lesson, including: reading-to and/or shared reading, explicitly teaching and modelling reading skills and knowledge, a focusing question or prompt for discussion, or a game or task that activates prior knowledge.
- In small groups, independently, or as a whole class, support students to develop, explore and consolidate reading skills and knowledge, grounded in learning area contexts where appropriate, through a gradual release of responsibility.
- Explicitly teach and model reading skills and knowledge when introducing new learning and when misunderstandings or gaps have been identified.
- Provide targeted, guided practice and development of reading skills and knowledge that meets the learning needs of each student.
- Facilitate students' independent practice to consolidate learning.
- Provide opportunities for students to process, communicate, engage with, and share their learning, thinking and reasoning in a range of ways.
- Use effective questioning and discussion to make students' thinking visible, clarify it, and identify next steps and refer back to the purpose of the lesson.

Make informed choices about using a blend of pedagogical approaches to meet the needs of the learning and the learners:

- Purposefully teach knowledge, skills, and strategies using explicit and intentional teaching.
- Motivate students' engagement in and enjoyment of literacy and communication by focusing on relationships with literacy and communication.
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Support students to recognise how texts influence them by analysing inclusion, exclusion, and representations through critical literacy.
- Use culturally responsive teaching to respond to students' diverse ethnicities, languages, and cultural practices.
- Engage students in active learning by providing reciprocal and interactive experiences in a rich environment.
- Provide opportunities for students to make meaning through multiple modes and in multiple contexts using multiliteracies.
- Recognise and value the diverse languages and literacy and communication practices of students, including augmentative and alternative communication (AAC) and NZSL, through linguistic responsive teaching.
- Use assessment to identify progress and the impact of teaching, and to guide next steps.

The structure of your school day or week may vary due to the needs and aspirations of your learners and communities etc. Further advice can be found in our Frequently Asked Questions resource.

Key information

- Teach writing for an average of an hour a day, **including** a dedicated lesson (i.e. at least 50 minutes using the structure below) **and** integrated into learning areas.
- The 60 minutes can be broken up throughout the day to maximise students' engagement during dedicated lessons.
- Reading and writing are interrelated. Teaching them together is a good way to build skills and knowledge.
- Some students will engage in reading and writing using alternative forms of communication.
- Reading and writing are built on oral language

(which includes AAC and NZSL). This means that teachers must actively support oral language learning alongside reading and writing.

- The proportion of time spent on individual elements of writing instruction will change as students gain skills and knowledge.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the writing hour. This can include standardised assessments when appropriate.

In a typical lesson

Planning

- Plan for **what** writing concepts you will teach explicitly, drawing on the draft progress outcomes for English and draft literacy and communication progress steps.
- Set out specific commitments for **which** concepts will be taught and **how much** time will be spent on each concept including phonemes, phoneme-grapheme correspondences, syllable patterns, morphemes, spelling vocabulary, sentence and paragraph structure, handwriting and text structure.
- Commit time to making links to and revising prior learning about reading that suits the purpose of the lesson.

During the lesson

- Spend most of each lesson extending previous learning or introducing new concepts in ways that suit the purpose of the lesson, including: model texts and/or shared writing, explicitly teaching and modelling writing skills and knowledge, a focusing question or prompt for discussion, or a game or task that activates prior knowledge.
- In small groups, independently, or as a whole class, support students to develop, explore and consolidate writing skills and knowledge, grounded in learning area contexts where appropriate, through a gradual release of responsibility.
- Explicitly teach and model writing skills and knowledge when introducing new learning and when misunderstandings or gaps have been identified.
- Provide targeted, guided practice and development of writing skills and knowledge that meets the learning needs of each student.
- Facilitate students' independent practice to consolidate learning.
- Provide opportunities for students to process, communicate, engage with, and share their learning, thinking, and reasoning in a range of ways.
- Use effective questioning and discussion to make students' thinking visible, clarify it, and identify next steps and refer back to the purpose of the lesson.

Make informed choices about using a blend of pedagogical approaches to meet the needs of the learning and the learners:

- Purposefully teach knowledge, skills, and strategies using explicit and intentional teaching.
- Motivate students' engagement in and enjoyment of literacy and communication by focusing on relationships with literacy and communication.
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Support students to recognise how texts influence them by analysing inclusion, exclusion, and representations through critical literacy.
- Use culturally responsive teaching to respond to students' diverse ethnicities, languages, and cultural practices.
- Engage students in active learning by providing reciprocal and interactive experiences in a rich environment.
- Provide opportunities for students to make meaning through multiple modes and in multiple contexts using multiliteracies.
- Recognise and value the diverse languages and literacy and communication practices of students, including augmentative and alternative communication (AAC) and NZSL, through linguistic responsive teaching.
- Use assessment to identify progress and the impact of teaching, and to guide next steps.

The structure of your school day or week may vary due to the needs and aspirations of your learners and communities etc. Further advice can be found in our Frequently Asked Questions resource.

Key information

- Teach maths for an average of an hour a day, **including** a dedicated lesson (i.e. approximately 30 minutes using the structure below) **and** integrated into other learning.
- The 60 minutes can be broken up throughout the day to maximise students' engagement during dedicated lessons.
- Design learning experiences that, over the year, incorporate all strands of maths and the maths processes.

- Intentionally plan for maths to be integrated and explicitly used to reinforce maths procedures, concepts, and language, at the appropriate year level.
- Recognise that some students will engage in maths learning experiences using alternative forms of communication.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the maths hour. This can include standardised assessments when appropriate.

In a typical dedicated lesson

(These times can be separated by breaks):

Get started 5-10 mins

- Extend previous learning or introduce new concepts using: focus activity, group challenge, problem solving, or a task that activates prior knowledge and interest.
- Make links to prior learning that suit the purpose of the lesson.

Work time 15-25 mins

- In small groups, independently, or as a whole class, students explore, develop, and consolidate procedures and concepts using: investigations, 'low floor, high ceiling' tasks, open-ended tasks, exercises, problem solving, or games.
- Students share their thinking and reasoning.
- Targeted, guided maths instruction that meets the learning needs of each student.
- Students undertake independent practice to consolidate learning and inform next steps.

Connect and reflect 5-10 mins

- Make clear connections to the purpose of the lesson.
- Summarise or review learning by discussing, sharing, and analysing learning pathways and findings.
- Check conceptual understanding, emphasising procedures, language, and representations.
- Notice and highlight curiosity, resilience, perseverance, challenge, and progress.

Make informed choices about using a blend of pedagogical approaches to meet the needs of the learning and the learners:

- Purposefully teach knowledge, skills, and strategies using explicit and intentional teaching.
- Motivate students' engagement in and enjoyment of maths by focusing on relationships with maths.
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Support students to develop as critically aware mathematical and statistical thinkers.
- Use culturally responsive teaching to respond to students' diverse ethnicities, languages, and cultural practices.
- Provide opportunities for students to explore situations and use maths to make sense of the world through planned investigations.
- Support students to formulate questions and use maths processes by thinking and working mathematically.
- Use assessment to identify progress and the impact of teaching, and to guide next steps.

The structure of your school day or week may vary due to the needs and aspirations of your learners and communities etc.

Further advice can be found in our Frequently Asked Questions resource.





EDUCATION.govt.nz

For parents and whānau

Practical information about education for parents and carers

 Learning support

 Find an early learning service or school

 School terms and holidays

 Attendance matters




Early learning
0-6 years old

Primary school
5-12 years old

Secondary school
13-19 years old

Tertiary education
16+ years old

HOME: [News stories >](#) [One hour a day of reading, writing and maths for Years 0 to 8](#)

 SHARE  PRINT

One hour a day of reading, writing and maths for Years 0 to 8

19 December 2023

From the start of 2024, all schools and kura with students in Years 0 to 8 will spend an average of one hour each day teaching

Essential information

[COVID-19 information](#)

[Kia Manawaroa](#)

[News stories](#)



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

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We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



**Te Kāwanatanga
o Aotearoa**
New Zealand Government