

# MATHEMATICS & STATISTICS LEARNING AREA

## Implementation plan - Darfield Primary/Malvern Schools

### Mātaurangi - The guiding kaupapa

*Excellent and equitable outcomes, reflecting the Treaty of Waitangi | Te Tiriti o Waitangi, for every student through inclusive, knowledge-rich teaching and learning informed by the science of learning.*

Goals / Outcomes	Actions <i>How will we achieve the goal or outcome?</i>	Support & resources <i>What is needed to make this happen?</i>	Monitoring <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	Timeline & People <i>Who will do this, and when will it happen?</i>
<b>Staff have a good understanding of the intent of the refreshed New Zealand Curriculum</b>	<ul style="list-style-type: none"> <li>● Provide regular refreshment PD for staff, highlighting key areas:               <ul style="list-style-type: none"> <li>○ Equitable outcomes</li> <li>○ Reflecting the Treaty</li> <li>○ Inclusivity</li> <li>○ Knowledge-rich teaching and learning informed by the science of learning</li> </ul> </li> <li>● Include differentiated support or coaching for staff needing extra guidance.</li> <li>● Use classroom observation and modelling to help staff translate PD into day-to-day practice.</li> <li>● Incorporate reflection and discussion opportunities during staff meetings to explore how curriculum intent connects to planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Allocated staff meeting time each term.</li> <li>● Access to Ministry guidance materials from the Ministry of Education.</li> <li>● Curated research summaries on the science of learning.</li> <li>● External PLD facilitator.</li> <li>● Observation and coaching time for leaders.</li> <li>● Staff reflection templates.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff can clearly articulate the intent of the refreshed curriculum in surveys or discussions.</li> <li>● Classroom observations show evidence of:               <ul style="list-style-type: none"> <li>○ Culturally responsive practices</li> <li>○ Explicit, knowledge-rich teaching</li> <li>○ Inclusive differentiation</li> </ul> </li> <li>● Planning documents reflect curriculum intent.</li> <li>● Student achievement data shows reduced disparity over time.</li> <li>● Appraisal reflections reference curriculum principles.</li> </ul>	2026 Mel (Curriculum Advisor MoE) CORE Education (Lead for TO Days) DPS Senior Leadership team (SLT) DPS Curriculum Leads Kaiako
<b>The intent of the Mathematics &amp; Statistics curriculum is understood and actioned by all staff.</b>	<ul style="list-style-type: none"> <li>● Unpack the Maths curriculum as a team to clarify and understand:               <ul style="list-style-type: none"> <li>○ The purpose</li> <li>○ Learning area structure</li> <li>○ Introduction/narrative for each phase</li> <li>○ Assessment requirements</li> <li>○ Year-by-year teaching statements &amp; text requirements</li> <li>○ Key shifts in practice.</li> </ul> </li> <li>● Compare current practice with curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Dedicated professional learning time to unpack the curriculum.</li> <li>● Access to Ministry guidance materials and exemplars.</li> <li>● External PLD focused on specific areas of the curriculum implementation.</li> <li>● Release time for collaborative planning and lesson observation.</li> <li>● Agreed planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Staff can clearly articulate the intent and key shifts of the new Maths curriculum. Planning reflects curriculum principles, not just content coverage.</li> <li>● Classroom practice aligns with the curriculum vision</li> <li>● Increased consistency in Maths teaching approaches across the</li> </ul>	

	<p>expectations to identify alignment and gaps.</p> <ul style="list-style-type: none"> <li>● Develop a shared understanding of what effective Maths teaching looks like under the new curriculum.</li> <li>● Create clear planning templates that reflect the curriculum’s intent.</li> <li>● Engage in professional learning focused on curriculum changes.</li> <li>● Use team discussions and moderation to maintain consistency.</li> </ul>	<p>frameworks aligned to the new curriculum.</p> <ul style="list-style-type: none"> <li>● Leadership support to prioritise depth over coverage during transition.</li> </ul>	<p>team.</p> <ul style="list-style-type: none"> <li>● Assessment data reflects growth aligned with curriculum expectations.</li> <li>● Shared language is used consistently across classrooms. Professional discussions referencing curriculum intent.</li> </ul>	
<p><b>Staff translate knowledge of the science of learning into consistent classroom practice</b></p>	<ul style="list-style-type: none"> <li>● Conduct targeted professional learning sessions on applying science of learning (SoL) principles in Maths lessons.</li> <li>● Collaborative planning and team discussions to embed SoL strategies in lesson design and delivery.</li> <li>● Plan lessons explicitly linking Maths teaching strategies to science of learning principles.</li> <li>● Use classroom observations, peer coaching, and modelling by literacy leaders to demonstrate SoL-informed practice.</li> <li>● Team reflection sessions to review how SoL principles are applied in practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Time for staff to participate in observations, coaching, and collaborative planning or opportunities for team teaching with other teachers</li> <li>● Access to curated SoL research summaries and exemplars relevant to Maths teaching.</li> <li>● Guidance from literacy leaders or external PLD facilitators to model and support SoL practices.</li> <li>● Reflection templates and discussion protocols to guide staff conversations.</li> <li>● Resources for explicit teaching, differentiation, and engaging literacy activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations show evidence of SoL principles being applied consistently across Maths lessons.</li> <li>● Planning documents reference SoL strategies alongside explicit teaching and differentiation.</li> <li>● Staff reflections and surveys indicate understanding and confidence in using SoL principles.</li> <li>● Professional discussions and moderation reference SoL-informed practice.</li> <li>● Student engagement and achievement data show positive trends linked to the application of SoL strategies.</li> </ul>	
<p><b>Maths leaders build capability to guide mathematics curriculum implementation and support teachers to embed knowledge-rich, science-of-learning-aligned practice.</b></p>	<ul style="list-style-type: none"> <li>● Maths leaders participate in professional learning focused on the science of learning and evidence-informed mathematics teaching.</li> <li>● Maths leaders apply science-of-learning principles in their own practice and planning to strengthen expertise and model for teachers.</li> <li>● Leaders use meetings and collaborative time to discuss how SoL approaches can be applied in mathematics teaching and plan practical examples for teachers.</li> <li>● Leaders observe lessons and provide feedback to teachers on embedding</li> </ul>	<ul style="list-style-type: none"> <li>● Ministry of Education guidance: ‘Structured approaches to mathematics teaching and planning.’</li> <li>● Scheduled time for leaders to share approaches informed by the science of learning, plan support strategies, and reflect on their own teaching.</li> <li>● Opportunities to observe high-quality mathematics teaching through professional learning or observing other teachers in the kāhui to inform their guidance.</li> </ul>	<ul style="list-style-type: none"> <li>● Leaders can explain SoL principles and how they inform mathematics teaching and learning.</li> <li>● Leaders demonstrate science-of-learning-informed practices in their own planning and teaching.</li> <li>● Teachers report guidance and support from leaders that is practical, aligned with science-of-learning principles, and connected to classroom practice.</li> </ul>	

	knowledge-rich curriculum and science-of-learning-informed strategies.		<ul style="list-style-type: none"> <li>Effective science of learning strategies in mathematics are evident in teachers' planning.</li> </ul>	
--	--	--	--	--

## Mātaaitipu - Growing a love of lifelong learning

*The vision for students attaining their highest possible standard in educational achievement, providing for positive life outcomes.*

<b>Goals / Outcomes</b>	<b>Actions</b> <i>How will we achieve the goal or outcome?</i>	<b>Support &amp; resources</b> <i>What is needed to make this happen?</i>	<b>Monitoring</b> <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	<b>Timeline &amp; People</b> <i>Who will do this, and when will it happen?</i>
<b>A shared Maths vision is developed and understood across the school, guiding planning, teaching, assessment, and decision-making.</b>	<ul style="list-style-type: none"> <li>Leadership to clarify the school's direction.</li> <li>Draft a vision statement that reflects curriculum intent, school values, and local context.</li> <li>Share the draft with kaiako for feedback, ensuring shared ownership and clarity.</li> <li>Finalise and publish the vision in planning templates, documentation, and meeting structures.</li> </ul>	<ul style="list-style-type: none"> <li>Time for leadership workshops and collaborative drafting.</li> <li>Facilitation support (internal or external) to help shape the vision.</li> <li>Templates for planning and documentation that reflect the vision.</li> </ul>	<ul style="list-style-type: none"> <li>The Maths vision is visible in planning, conversations, and decision-making.</li> <li>Kaiako can articulate the vision and explain how it shapes their practice.</li> <li>Leadership and kaiako demonstrate alignment in expectations and language.</li> </ul>	
<b>Develop clear 2026 Maths targets, informed by data and aligned with the school vision and national curriculum expectations.</b>	<ul style="list-style-type: none"> <li>Analyse 2025 Maths data (including progress descriptors) at leadership level to identify trends, strengths, and needs.</li> <li>Consider current achievement alongside year-by-year curriculum expectations and progress markers.</li> <li>Develop 2026 Maths targets for Maths and share with wider staff.</li> <li>Provide PLD for kaiako on understanding targets and using data to inform teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Access to SMS data reports and training on how to interpret them.</li> <li>Clear documentation explaining progress markers &amp; descriptors and how they link to classroom practice.</li> <li>PLD support for leadership and kaiako on data analysis.</li> <li>Time allocated for data discussions and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership can clearly explain school-wide Maths data and how it informs targets.</li> <li>2026 Maths targets are clearly linked to 2025 data and progress markers.</li> <li>Kaiako use progress markers confidently to monitor student learning.</li> <li>Regular discussions to track progress toward targets and highlight adjustments needed.</li> </ul>	

## Mātainuku - Strong foundations for all students

Making sure all students are developing the capabilities, literacy and maths that are essential to support lifelong learning.

<b>Goals / Outcomes</b>	<b>Actions</b> <i>How will we achieve the goal or outcome?</i>	<b>Support &amp; resources</b> <i>What is needed to make this happen?</i>	<b>Monitoring</b> <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	<b>Timeline &amp; People</b> <i>Who will do this, and when will it happen?</i>
<b>Strengthen explicit teaching while maintaining rich, curiosity-driven learning in Maths</b>	<ul style="list-style-type: none"><li>● Provide professional learning on explicit teaching in mathematics, including strategies for teaching number, algebra, geometry, measurement, and statistics.</li><li>● Compare Ministry-funded maths resources with year-level teaching statements to identify alignment and gaps.</li><li>● Evaluate Ministry-funded mathematics resources for a balance of explicit instruction and rich tasks, and adapt planning to address any gaps.</li><li>● Include meaningful, real-world experiences, rich problem-solving tasks, and investigations that connect mathematical concepts to students' communities, cultures, interests, and aspirations in teaching programmes.</li><li>● Develop planning templates across all year levels that support both explicit teaching and rich, curiosity-driven learning in mathematics.</li><li>● Provide opportunities for teachers to share planning and collaborate, including sharing successful examples of explicit teaching and rich tasks.</li></ul>	<ul style="list-style-type: none"><li>● Professional learning sessions led by Maths leaders and numeracy specialists.</li><li>● Planning templates with space for explicit teaching and rich learning.</li><li>● Classroom observation and modelling time.</li><li>● Maths resources on Tāhūrangi, including the 'Digging Deeper' guidance.</li><li>● Variety of resources for rich, engaging experiences (teachers to share resources and websites they use and allow time for exploration)</li></ul>	<ul style="list-style-type: none"><li>● Staff demonstration of proficiency and confidence in delivering explicit teaching.</li><li>● Feedback from observations shows integration of explicit teaching with rich, engaging learning activities.</li><li>● Student engagement and participation in maths tasks, including evidence of written and verbal communication that allows students to share their understanding with others.</li><li>● Regular review of planning documents and teaching programmes to ensure a balance of explicit teaching and enriched learning.</li></ul>	

<p><b>Ensure all learners, including priority students, have access to targeted support to achieve literacy outcomes</b></p>	<ul style="list-style-type: none"> <li>● Use classroom screening, standardised, and formative assessments to identify learner needs.</li> <li>● Provide targeted maths support within classrooms and through small-group interventions.</li> <li>● Collaborate across syndicate teams, mathematics support teachers, and classroom teachers to plan and implement interventions.</li> <li>● Integrate teacher aide support and specialist services where needed.</li> <li>● Review and adjust strategies to ensure priority learners are progressing alongside their peers.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative assessment tools - e-asTTle, PAT, SMART, resource-based assessments, and the Year 2 Maths check (when available).</li> <li>● Access to support staff and teacher aides.</li> <li>● Specialist services and targeted intervention programmes.</li> <li>● Time for syndicate collaboration, planning, and review meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Tracking of priority learners' progress through formative assessments and observation.</li> <li>● Evidence of consistency in teaching practices across classes.</li> <li>● Review of intervention effectiveness and adjustment of strategies as needed.</li> <li>● Feedback from maths support staff and teachers on learner engagement and progress.</li> </ul>	
--	--	--	---	--

### Mātaiaho - Learning areas and subjects

*The sequence of disciplinary knowledge and practices to be taught to all students during Years 0–10 (learning areas) and within subjects as they begin to specialise from Year 11.*

<b>Goals / Outcomes</b>	<b>Actions</b> <i>How will we achieve the goal or outcome?</i>	<b>Support &amp; resources</b> <i>What is needed to make this happen?</i>	<b>Monitoring</b> <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	<b>Timeline &amp; People</b> <i>Who will do this, and when will it happen?</i>
<p><b>Over-arching curriculum maps (or longterm plans) are created for year groups (or phases)</b></p>	<ul style="list-style-type: none"> <li>● Leadership teams coordinate planning workshops to map stands/elements and teaching sequences across year levels.</li> <li>● Engage kaiako in moderation and discussion to refine sequence planning and ensure alignment.</li> <li>● Review and adjust sequences each term based on student progress and feedback from kaiako.</li> </ul>	<ul style="list-style-type: none"> <li>● Time allocated for leadership workshops and collaborative planning sessions.</li> <li>● Facilitation support (internal or external) for developing coherent curriculum maps/sequence documents.</li> <li>● Systems for storing and sharing planning documents and progressions schoolwide.</li> <li>● <a href="#">Example plans for Maths &amp; Stats</a></li> </ul>	<ul style="list-style-type: none"> <li>● Overarching plans / curriculum maps are in place and accessible to all staff.</li> <li>● Planning and teaching across year levels reflect agreed sequences.</li> <li>● Leadership observes and provides feedback on alignment and implementation.</li> <li>● Evidence of continuity and progression in student learning across year levels.</li> </ul>	

<p><b>Teachers use the year-by-year teaching statements in planning and teaching.</b></p>	<ul style="list-style-type: none"> <li>● Develop a clear, consistent planning template that links long-term planning to classroom practice.</li> <li>● Review existing units and learning activities to check for alignment with the curriculum and adjust as needed.</li> <li>● Use knowledge statements and practices in all planning to ensure alignment with the teaching sequence.</li> <li>● Moderate samples of student work to confirm alignment with year-level expectations.</li> <li>● Establish a routine in planning meetings to revisit strands and elements of the curriculum, supporting consistent reference and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Shared digital planning tools</li> <li>● Access to the Mathematics &amp; Statistics curriculum documents, including year-by-year teaching sequences.</li> <li>● Exemplars and student work illustrating effective alignment with curriculum expectations.</li> <li>● Scheduled collaborative planning time for year-level teams to review alignment and share strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Planning documents consistently reference teaching sequences, knowledge statements, and practices.</li> <li>● All teaching teams are consistently using the agreed planning template</li> <li>● Teachers demonstrate use of curriculum language in planning, teaching, and assessment discussions.</li> <li>● Positive teacher feedback about clarity and workload</li> <li>● Student work shows evidence of teaching aligned with year-level expectations.</li> <li>● Leadership observe greater consistency in teaching and learning across classrooms.</li> </ul>	
<p><b>Teachers are confident and capable at teaching year-level knowledge and practices in mathematics.</b></p>	<ul style="list-style-type: none"> <li>● Whole school unpacking of expectations and progressions across all year levels.</li> <li>● Run focused micro-workshops on mathematical concepts, vocabulary, and teaching sequences, modelling how to teach them, using effective strategies and approaches as recommended on Tāhūrangi.</li> <li>● Use peer-sharing focused on one aspect at a time (e.g., use of mathematical vocabulary, sequencing of tasks, student reasoning).</li> <li>● Encourage teachers to trial small, curriculum-aligned shifts in practice rather than large overhauls all at once.</li> <li>● Identify staff with strengths in particular strands or research skills and assign them roles such as: <ul style="list-style-type: none"> <li>○ summarising key readings</li> <li>○ curating relevant resources</li> <li>○ leading short PLD segments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Time in staff meetings or PLD sessions for workshops, observations, and collaborative discussion.</li> <li>● Internal leaders or teachers with curriculum strengths to support colleagues.</li> <li>● Resources on Tāhūrangi including: <ul style="list-style-type: none"> <li>○ <a href="#">Structured approaches to maths guidance</a></li> <li>○ <a href="#">Number operations written methods</a></li> <li>○ <a href="#">Acceleration progress guidance</a></li> <li>○ <a href="#">Digging Deeper guidance</a></li> <li>○ <a href="#">Mathematics investigation cycle</a></li> <li>○ <a href="#">Maths Talk</a></li> <li>○ <a href="#">Years 0-8 maths teaching video library</a></li> <li>○ <a href="#">Teaching to the year level guidance</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher self-assessments indicate increased confidence in teaching year-level knowledge and practices.</li> <li>● Staff self-assessments show growth in confidence with mathematical vocabulary and concepts.</li> <li>● Planning documents consistently reference year-level teaching statements and curriculum vocabulary.</li> <li>● Classroom observations show curriculum-aligned strategies, vocabulary use, and student reasoning.</li> <li>● Student work demonstrates progression aligned with the curriculum expectations.</li> </ul>	

<p><b>A sustainable mathematics PLD cycle is established, building teacher capability and supporting implementation of the curriculum across all year levels.</b></p>	<ul style="list-style-type: none"> <li>● Include regular, bite-sized PLD in team meetings, focused on one curriculum element at a time (e.g., strands, knowledge statements, or teaching practices).</li> <li>● Schedule termly deep-dive sessions for intensive learning on curriculum knowledge, teaching sequences, or science of learning strategies.</li> <li>● Maths leaders attend Kāhui Maths Leader days</li> <li>● Ministry provided Maths PLD days, including Ministry catch-up webinars for Years 0–8 teachers</li> <li>● Maths leaders and/or teachers attend other relevant PLD sessions, and share learning with leadership and wider teaching staff.</li> <li>● Encourage teachers to share changed practice through planning documents, collaborative sessions, or observations.</li> </ul>	<ul style="list-style-type: none"> <li>● Ministry of Education <a href="#">structured mathematics PLD</a>, including “Catch-up days” webinars and face-to-face facilitation.</li> <li>● <a href="#">Maths Knowledge Building PLD</a> for Years 7–8 to strengthen teacher knowledge and capability.</li> <li>● Scheduled department/team meeting time for PLD and collaboration.</li> <li>● Shared digital spaces to store planning examples, teaching resources, and reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Team meeting minutes show regular PLD cycles and shared contributions from team experts.</li> <li>● Teachers share examples of changed practice during meetings or through shared digital spaces.</li> <li>● Maths leaders report increased confidence in guiding curriculum implementation.</li> </ul>	
---	--	---	--	--

## Mātaioho - School teaching and learning programmes

*Evidence-informed pedagogies and practices that enable all students to access and engage the curriculum and progress in their learning.*

Goals / Outcomes	Actions <i>How will we achieve the goal or outcome?</i>	Support & resources <i>What is needed to make this happen?</i>	Monitoring <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	Timeline & People <i>Who will do this, and when will it happen?</i>
<p><b>Teachers confidently use explicit teaching in mathematics to explain and demonstrate knowledge and practices.</b></p>	<ul style="list-style-type: none"> <li>● Provide professional learning on explicit teaching in mathematics, including explaining and modelling knowledge and practices, guided and independent practice, and review and consolidation.</li> <li>● Support teachers to plan lessons that connect prior learning with new learning and include opportunities for guided practice, independent practice, and consolidation.</li> <li>● Develop planning templates that include explicit teaching components such as modelling, guided practice, independent practice, and review.</li> <li>● Support teachers to use variation, interleaving, spaced retrieval, and transfer to strengthen learning.</li> <li>● Provide opportunities for teachers to observe explicit teaching in mathematics and reflect on how explanations, representations, and worked examples support understanding.</li> <li>● Support teachers to select and use materials and visual representations that help students move from concrete and visual representations to more abstract forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional learning on explicit teaching and the science of learning in mathematics.</li> <li>● Ministry guidance on structured approaches to mathematics teaching and planning.</li> <li>● Time for collaborative planning and observation of mathematics teaching.</li> <li>● Access to mathematics materials and visual representations that support conceptual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Planning documents show explicit teaching components such as modelling, guided practice, independent practice, and review.</li> <li>● Planning and classroom practice show the use of variation, interleaving, spaced retrieval, and opportunities to apply learning in new contexts, etc.</li> <li>● Teaching materials and lesson design show purposeful use of visual representations.</li> <li>● Student work demonstrates consolidation of learning and progression in mathematical knowledge and practices.</li> </ul>	

<p><b>Teachers confidently use rich tasks and mathematical communication in mathematics teaching,</b></p>	<ul style="list-style-type: none"> <li>● Provide professional learning on selecting and using rich tasks that support problem solving, investigation, and application of learning.</li> <li>● Support teachers to plan rich tasks that are accessible to all students and allow different levels of challenge and multiple solution approaches.</li> <li>● Include opportunities in planning for students to explain their thinking, question ideas, and respond to the reasoning of others.</li> <li>● Support teachers to use questioning, prompting, and feedback during rich tasks to extend thinking and encourage connections and generalisations.</li> <li>● Support teachers to develop students' use of mathematical language, symbols, representations, and written explanations.</li> <li>● Encourage teachers to select tasks that connect with mathematical contexts and with the interests, cultures, and experiences of students.</li> </ul>	<ul style="list-style-type: none"> <li>● Access to rich task resources and problem-solving materials aligned with the mathematics curriculum.</li> <li>● Teacher-created resource list of websites and resources with rich tasks, investigations, and maths talk activities.</li> <li>● Collaborative time to design and/or share rich tasks.</li> <li>● Shared examples of student work that demonstrate reasoning and mathematical communication.</li> <li>● Examples of problem-solving lessons where talk-moves (revoicing, repeating, reasoning) are promoted.</li> </ul>	<ul style="list-style-type: none"> <li>● Planning documents include rich tasks designed to support problem solving, investigation, and application of learning.</li> <li>● Lesson observations show students discussing strategies, explaining reasoning, questioning ideas, and responding to others' thinking.</li> <li>● Classroom practice shows teachers prompting and questioning to extend reasoning and support connections between ideas.</li> <li>● Student work includes written explanations, mathematical representations, and use of mathematical vocabulary and symbols.</li> <li>● Student work and classroom interactions show evidence of reasoning, generalising, making connections, and applying multiple concepts in problem-solving and investigations.</li> <li>● Students are engaged in meaningful problem solving can apply learning in a range of contexts.</li> </ul>	
<p><b>Teachers use targeted teaching and scaffolded support to enable all students to access the mathematics curriculum and progress in their learning.</b></p>	<ul style="list-style-type: none"> <li>● Support teachers to identify students who require additional scaffolding, support, or acceleration through ongoing assessment and analysis of student work.</li> <li>● Targeted small-group teaching that provides focused and explicit instruction to build prior knowledge and access year-level mathematics learning.</li> <li>● Teachers use strategies such as pre-teaching, connecting to prior knowledge, and providing 'enablers' and scaffolded supports</li> <li>● Explicitly teach mathematical vocabulary</li> <li>● Use ongoing assessment and adjust teaching to support progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional learning on targeted teaching and scaffolded support in mathematics.</li> <li>● Assessment tools and formative assessment methods that support noticing, recognising, and responding to student learning needs.</li> <li>● Time for teachers to collaboratively review student progress and plan targeted support.</li> <li>● Maths acceleration teacher or teacher aide</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers use assessment information to identify students who require additional support.</li> <li>● Planning documents show targeted small-group teaching and scaffolded support aligned with students' learning needs.</li> <li>● Student work shows improved understanding of mathematical concepts and vocabulary.</li> <li>● Student progress data shows accelerated progress for students receiving targeted support.</li> </ul>	

<p><b>Students use mathematical vocabulary and reasoning to explain, justify, and critique mathematical ideas.</b></p>	<ul style="list-style-type: none"> <li>● Support teachers to explicitly teach and model the use of mathematical vocabulary during mathematics learning.</li> <li>● Provide opportunities for students to explain strategies, justify reasoning, and respond to the ideas of others during mathematics learning.</li> <li>● "Defend Your Strategy" sessions, where students critique the efficiency of different mathematical approaches.</li> <li>● Activities that promote "relational understanding," where students can identify the relationships between numbers and explain the <i>reasoning</i> behind their answers.</li> <li>● Use "Exit Tickets" that ask: "<i>What connection did you make today that you didn't see yesterday?</i>"</li> </ul>	<ul style="list-style-type: none"> <li>● Platforms like <i>Desmos</i> or <i>Scratch</i> that allow students to visualise and describe mathematical relationships through coding and graphing.</li> </ul>	<ul style="list-style-type: none"> <li>● Recorded "Maths Talks" where students use evidence to agree or disagree with a peer's method.</li> <li>● Student work includes written explanations using mathematical vocabulary, symbols, and representations.</li> <li>● Student work and assessment evidence show increasing clarity in mathematical reasoning.</li> <li>● A measurable shift in PAT (Progressive Achievement Test) or e-asTTle data</li> </ul>	
<p><b>Develop a centralised, high-quality digital library of engaging resources across all mathematics strands.</b></p>	<ul style="list-style-type: none"> <li>● Audit existing mathematics resources to identify strengths and gaps across strands.</li> <li>● Establish a shared digital resource library organised by strand and year level.</li> <li>● Identify teachers to support the selection and organisation of resources across different mathematics strands.</li> <li>● Provide opportunities for teachers to contribute, review, and refine resources within the shared library.</li> <li>● Include time during staff or team meetings to identify and upload high-quality teaching resources.</li> </ul>	<ul style="list-style-type: none"> <li>● A shared digital platform for storing and organising mathematics resources.</li> <li>● Time allocated for teachers to review, upload, and organise resources.</li> <li>● Designate "Maths Champions" for each area (e.g., a "Fractions Lead," a "Geometry Lead") to vet the quality of uploads.</li> </ul>	<ul style="list-style-type: none"> <li>● A shared digital resource library is established and organised by strand and year level.</li> <li>● Staff feedback survey indicates the resource library supports planning and reduces time spent sourcing materials.</li> <li>● Planning documents show a consistent standard of high-quality resources being used across classrooms.</li> </ul>	

## Mātairea - A focus on progress

Effective assessment practices for noticing and responding to student progress and achievement so that learning is not left to chance, progress is celebrated, and individual needs are met.

Goals / Outcomes	Actions <i>How will we achieve the goal or outcome?</i>	Support & resources <i>What is needed to make this happen?</i>	Monitoring <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	Timeline & People <i>Who will do this, and when will it happen?</i>
<p><b>Teachers use consistent assessment tools and processes to accurately identify student achievement and progress in mathematics.</b></p>	<ul style="list-style-type: none"> <li>● Establish a school-wide mathematics assessment schedule with regular data collection checkpoints</li> <li>● Identify agreed assessment tools across year levels (e.g. PAT, e-asTTle, SMART, Y2 Maths check)</li> <li>● Identify other appropriate assessment resources (e.g., student voice surveys, Jo Knox/Marie Hirst Maths Snapshots, Prime &amp; Oxford assessments, etc).</li> <li>● Develop or select assessments aligned with the mathematics curriculum teaching statements.</li> <li>● Moderate mathematics assessments across teams and year levels to strengthen consistency of teacher judgments.</li> <li>● Develop shared examples of student work to support consistent interpretation of achievement expectations.</li> <li>● Ensure assessment information is recorded consistently in the school SMS system.</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership support to coordinate the mathematics assessment schedule.</li> <li>● Release time for teachers to develop or refine assessments where needed.</li> <li>● A small working group to design or select mathematics assessments.</li> <li>● Access to curriculum teaching statements to guide assessment design.</li> <li>● Shared systems for recording assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>● A school-wide mathematics assessment schedule is implemented.</li> <li>● Teachers use agreed assessment tools across year levels.</li> <li>● Moderation occurs regularly and teacher judgments are increasingly consistent.</li> <li>● Assessment information is recorded consistently in the school tracking system.</li> <li>● Shared examples of student work are available to support teacher judgments.</li> </ul>	
<p><b>Student progress in mathematics is monitored over time so that progress is visible and learning is not left to chance.</b></p>	<ul style="list-style-type: none"> <li>● Establish baseline achievement information for mathematics.</li> <li>● Develop a school process for tracking student progress across year levels.</li> <li>● Identify agreed points for collecting progress information during the year.</li> <li>● Use multiple sources of evidence (e.g. assessment tools, classroom work, observations, student voice) to monitor progress.</li> <li>● Analyse mathematics progress data</li> </ul>	<ul style="list-style-type: none"> <li>● Shared tracking systems or dashboards for monitoring mathematics progress.</li> <li>● Time allocated for collaborative data analysis and professional discussion.</li> <li>● Professional learning to strengthen understanding of assessment tools and progress information.</li> <li>● Leadership support to prioritise data-informed review.</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline data is established for mathematics learning.</li> <li>● Progress information is collected at agreed points across the year.</li> <li>● Teams regularly review student progress data.</li> <li>● Documentation shows progress over time for individuals, groups, and cohorts.</li> <li>● Evidence shows improvement in identified student outcomes.</li> </ul>	

	<p>collaboratively in team meetings.</p> <ul style="list-style-type: none"> <li>● Use progress information to evaluate the impact of teaching practices and programmes.</li> </ul>			
<p><b>Staff use assessment information to identify learning needs and adapt teaching to support student progress.</b></p>	<ul style="list-style-type: none"> <li>● Clarify expectations that assessment information informs planning and teaching decisions.</li> <li>● Schedule regular data analysis meetings</li> <li>● Support teachers to interpret assessment information to identify learning needs, gaps, and misconceptions.</li> <li>● Identify specific learning gaps from data (individual, group, cohort). Plan targeted teaching or interventions based on identified needs.</li> <li>● Use moderation processes to ensure consistency and reliability of judgments.</li> <li>● Review progress regularly and adjust teaching accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional learning in using specific assessment tools</li> <li>● Shared systems for recording and accessing assessment information. (e.g. HERO, Edge, Google Sheets).</li> <li>● Time for collaborative data analysis and moderation.</li> <li>● Leadership support to prioritise data-informed teaching.</li> <li>● Access to targeted teaching resources or intervention programmes where learning gaps are identified.</li> </ul>	<ul style="list-style-type: none"> <li>● Identified gaps are documented and targeted in planning. Target students demonstrate measurable progress over time.</li> <li>● Evidence of accelerated progress for students receiving intervention.</li> <li>● Team discussions are focused on student evidence rather than assumptions.</li> <li>● Staff can confidently explain how data informed their instructional decisions.</li> <li>● Increased consistency in teacher judgments through moderation.</li> <li>● Reduced learning gaps across cohorts.</li> <li>● Improved overall achievement trends.</li> </ul>	

## Mātaiahikā - Relationships for learning

*Forming strong relationships with students, parents and whānau to enable supportive, inclusive learning environments that recognise individual interests, backgrounds, progress and achievement.*

Goals / Outcomes	Actions <i>How will we achieve the goal or outcome?</i>	Support & resources <i>What is needed to make this happen?</i>	Monitoring <i>How will we know we are successful (success criteria, evidence, or measures)?</i>	Timeline & People <i>Who will do this, and when will it happen?</i>
<p><b>Teachers foster positive relationships with mathematics that support students to feel confident, capable, and engaged in their learning.</b></p>	<ul style="list-style-type: none"> <li>Support teachers to plan mathematics learning that is accessible to all students and provides regular opportunities for success.</li> <li>Support teachers to set high expectations while providing appropriate scaffolds and manageable challenge.</li> <li>Encourage teachers to incorporate students' interests, cultures, prior knowledge, and local contexts when designing rich mathematics learning experiences.</li> <li>Promote classroom practices that value mistakes as part of the learning process and encourage perseverance.</li> <li>Encourage opportunities for students to share their thinking and collaborate during mathematics learning.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and examples of inclusive mathematics learning experiences.</li> <li>Time for teachers to share strategies that support engagement and confidence in mathematics learning.</li> <li>opportunities for teachers to build knowledge of students' interests, cultures, and local contexts through engagement with parents, whānau, and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Student voice indicates that students feel confident participating in mathematics learning and sharing their thinking.</li> <li>Planning documents and classroom teaching reflect consideration of students' interests and local contexts.</li> </ul>	
<p><b>Students develop a strong mathematical identity through learning experiences that reflect their cultures, communities, and local contexts.</b></p>	<ul style="list-style-type: none"> <li>Review existing math problems to ensure they reflect Aotearoa New Zealand contexts (e.g., using local landmarks, navigation, or Māori design patterns).</li> <li>Integrate culturally relevant and local contexts into mathematics tasks aligned with year-by-year teaching statements.</li> <li>Collaborate with whānau, local Iwi, and community experts to incorporate local knowledge, stories, and practices into learning experiences.</li> <li>Design classroom discussions and activities that allow students to share their cultural</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and input from Mātauranga Māori experts and local Iwi or kaiako.</li> <li>Knowledge of local stories and pūrakau and connection to mathematical concepts (e.g., star navigation or proportions in weaving).</li> <li>Access to resources and examples of culturally responsive mathematics tasks.</li> <li>Time allocated for teacher collaboration to plan and adapt</li> </ul>	<ul style="list-style-type: none"> <li>Student voice and survey data indicate increased confidence, engagement, and sense of belonging in mathematics.</li> <li>Planning documents and lesson materials show evidence of culturally responsive, locally grounded mathematics learning experiences.</li> <li>Students connecting mathematics to their local communities and cultural knowledge.</li> <li>Participation rates in school</li> </ul>	

	<p>knowledge and perspectives in problem-solving.</p>	<p>local-context tasks.</p>	<p>mathematics events or activities (e.g., Maths Whānau Nights) increase.</p> <ul style="list-style-type: none"> <li>• Higher engagement with home learning.</li> </ul>	
<p><b>Parents &amp; whānau understand that expectations have shifted and feel confident that their child's progress is being supported and monitored.</b></p>	<ul style="list-style-type: none"> <li>• Host a parent information evening to explain the shift in expectations, what progress looks like in the new curriculum, and how students are supported and monitored</li> <li>• Share and model the parent portal, including how to support at home.</li> <li>• Send follow-up communication (summary, visuals, links) for those unable to attend.</li> <li>• Provide staff with a clear FAQ document so messaging to whānau is consistent.</li> <li>• Include the MOE statement and further explanation with twice-yearly reports</li> </ul>	<ul style="list-style-type: none"> <li>• Slide deck explaining the shift in expectations, etc</li> <li>• Visuals showing what learning looks like in different year levels</li> <li>• Handout summarising key messages</li> <li>• Parent portal</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 60% of families attend the information evening or access the follow-up materials.</li> <li>• Fewer whānau express confusion or concern about raised expectations during reporting or informal conversations.</li> <li>• Staff report increased confidence explaining expectations and progress using the FAQ.</li> <li>• Whānau survey - at least 80% of surveyed whānau report improved understanding of the new expectations and how progress is monitored.</li> </ul>	