

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

	<p>gaps.</p> <ul style="list-style-type: none"> ● Develop a shared understanding of what effective English teaching looks like under the new curriculum. ● Create clear planning templates that reflect the curriculum's intent. ● Engage in professional learning focused on curriculum changes. ● Use team discussions and moderation to maintain consistency. 	<p>curriculum.</p> <ul style="list-style-type: none"> ● Leadership support to prioritise depth over coverage during transition. 	<ul style="list-style-type: none"> ● Assessment data reflects growth aligned with curriculum expectations. ● Shared language used consistently across classrooms. Professional discussions referencing curriculum intent. 	
<p>Staff translate knowledge of the science of learning into consistent classroom practice</p>	<ul style="list-style-type: none"> ● Conduct targeted professional learning sessions on applying science of learning (SoL) principles in English lessons. ● Collaborative planning and team discussions to embed SoL strategies in lesson design and delivery. ● Plan lessons explicitly linking English teaching strategies to science of learning principles. ● Use classroom observations, peer coaching, and modeling by literacy leaders to demonstrate SoL-informed practice. ● Team reflection sessions to review how SoL principles are applied in practice. 	<ul style="list-style-type: none"> ● Time for staff to participate in observations, coaching, and collaborative planning or opportunities for team teaching with other teachers ● Access to curated SoL research summaries and exemplars relevant to English teaching. ● Guidance from literacy leaders or external PLD facilitators to model and support SoL practices. ● Reflection templates and discussion protocols to guide staff conversations. ● Resources for explicit teaching, differentiation, and engaging literacy activities. 	<ul style="list-style-type: none"> ● Classroom observations show evidence of SoL principles being applied consistently across English lessons. ● Planning documents reference SoL strategies alongside explicit teaching and differentiation. ● Staff reflections and surveys indicate understanding and confidence in using SoL principles. ● Professional discussions and moderation reference SoL-informed practice. ● Student engagement and achievement data show positive trends linked to the application of SoL strategies. 	

Mātaaitipu - Growing a love of lifelong learning

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

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

Mātainuku - Strong foundations for all students

Making sure all students are developing the capabilities, literacy and maths that are essential to support lifelong 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>Strengthen explicit teaching while maintaining rich, curiosity-driven learning in English</p>	<ul style="list-style-type: none"> ● Provide professional learning on explicit teaching, including explicit teaching outside of Structured Literacy programmes. ● Review and implement the school-wide scope and sequence for Structured Literacy, considering curriculum expectations and the 20 and 40-week Phonics assessment. ● Use consistent planning templates across all year levels to guide teaching and learning. ● Provide opportunities to share planning and collaborate with others, including modelling and observations. ● Embed opportunities for meaningful, real-life experiences and exposure to a variety of texts (see Phase guidance for 'Working with Texts'), including listening and shared writing activities. 	<ul style="list-style-type: none"> ● Professional learning sessions led by English leaders and literacy specialists. ● Planning templates with space for explicit teaching and rich learning. ● Classroom observation and modelling time. ● 'Working with Texts' section of the teaching sequence. ● Variety of resources for rich, engaging experiences (teachers to share resources and websites they use and allow time for exploration) 	<ul style="list-style-type: none"> ● Staff demonstration of proficiency and confidence in delivering explicit teaching. ● Feedback from observations showing integration of explicit teaching with rich, engaging learning activities. ● Student engagement and participation in literacy tasks, including evidence of structured lesson flow and understanding. ● Regular review of planning documents and teaching programmes to ensure balance of explicit teaching and enriched learning. 	
<p>Ensure all learners, including priority students, have access to targeted support to achieve literacy outcomes</p>	<ul style="list-style-type: none"> ● Use classroom screening and formative assessments to identify learner needs. ● Provide targeted literacy support within classrooms and through small-group interventions. ● Collaborate across syndicate teams, literacy support teachers, and classroom teachers to plan and implement interventions. ● Integrate teacher aide support and specialist services where needed. ● Review and adjust strategies to ensure priority learners are progressing alongside their peers. 	<ul style="list-style-type: none"> ● Formative assessment tools (DIBELS, e-asTTle, PAT, SMART, Phonics Check, resource-based assessments). ● Access to literacy support staff and teacher aides. ● Specialist services and targeted intervention programmes. ● Time for syndicate collaboration, planning, and review meetings. 	<ul style="list-style-type: none"> ● Tracking of priority learners' progress through formative assessments and observation. ● Evidence of consistency in teaching practices across classes. ● Review of intervention effectiveness and adjustment of strategies as needed. ● Feedback from literacy support staff and teachers on learner engagement and progress. 	

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.

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>Kaiako develop a clear understanding of the refreshed English curriculum, including vocabulary, progressions, and teaching sequences.</p>	<ul style="list-style-type: none"> ● Provide leadership PLD first, enabling leaders to filter and share relevant information with kaiako. ● Include bite-sized PLD in department or team meetings focused on curriculum vocabulary, progressions, and teaching sequences. ● Offer termly deep-dive PLD sessions on key areas such as writing progressions, text selection, or explicit teaching of language features. ● Use classroom observations to support kaiako in embedding the curriculum, focusing on one aspect at a time. ● Use internal expertise—researchers, strong practitioners, and curriculum-confident staff—to curate resources and lead learning. ● Classroom observations show a clear alignment with the English curriculum 	<ul style="list-style-type: none"> ● Scheduled PLD time within department or team meetings. ● Access to high-quality English resources aligned with the curriculum. ● Coaching or mentoring support for kaiako who need additional guidance. ● Opportunities for classroom observations and feedback cycles. ● Time for internal experts to curate resources and lead learning. 	<ul style="list-style-type: none"> ● Kaiako report increased confidence in understanding and applying the curriculum. ● Classroom observations show alignment with teaching sequences, explicit instruction, and curriculum vocabulary. ● Student work reflects progression aligned with curriculum expectations. ● PLD participation is high, and kaiako share examples of changed practice. 	
<p>A coherent, school-wide approach to English is established, aligning teaching, planning, assessment, and reporting with the refreshed curriculum and progress indicators.</p>	<ul style="list-style-type: none"> ● Map the refreshed English curriculum progressions against current school programmes and assessment data to identify gaps and priorities. ● Embed expectations for planning, assessment, moderation, and reporting into the school programme. 	<ul style="list-style-type: none"> ● Curriculum planning tools or templates. ● Time allocated for leadership and kaiako to co-construct and review the overview. ● Access to exemplars from kaiako and other schools, and Ministry of Education guidance. ● A shared digital space for storing and sharing planning. ● Support from curriculum leaders to facilitate moderation and consistency across year levels. 	<ul style="list-style-type: none"> ● Planning across year levels demonstrates alignment with school-wide expectations for English planning. ● Moderation processes show consistent expectations and judgments across teachers. ● Leadership and kaiako use planning tools to make curriculum decisions and adapt programmes for learners. 	

<p>Leadership and kaiako collaboratively develop and implement overarching plans / curriculum maps for English learning across the school.</p>	<ul style="list-style-type: none"> ● Leadership teams coordinate planning workshops to map learning sequences across year levels. ● Engage kaiako in moderation and discussion to refine sequence planning and ensure alignment. ● Review and adjust sequences each term based on student progress and feedback from kaiako. 	<ul style="list-style-type: none"> ● Time allocated for leadership workshops and collaborative planning sessions. ● Facilitation support (internal or external) for developing coherent curriculum maps/sequence documents. ● Systems for storing and sharing planning documents and progressions schoolwide. 	<ul style="list-style-type: none"> ● Overarching plans / curriculum maps are in place and accessible to all staff. ● Planning and teaching across year levels reflect agreed sequences. ● Leadership observes and provides feedback on alignment and implementation. ● Evidence of continuity and progression in student learning across year levels. 	
<p>Kaiako confidently plan and deliver lessons across all English strands (oral language, reading, writing) using the teaching sequences.</p> <p><i>Note: It may be more appropriate to set a goal based on a specific strand and/or element (e.g. Writing)</i></p>	<ul style="list-style-type: none"> ● Provide targeted PLD focused on applying teaching sequences across oral language, reading, and writing. ● Conduct classroom observations with feedback specifically linked to strand coverage and sequence fidelity. ● Facilitate peer planning sessions to support consistency in lesson delivery and strand integration. ● Encourage reflection and sharing of successful lesson strategies across teams. 	<ul style="list-style-type: none"> ● Scheduled PLD sessions and team meeting time for collaborative planning. ● Access to curriculum-aligned teaching resources and exemplars. ● Coaching or mentoring from curriculum leaders or experienced practitioners. ● Observation frameworks and reflection templates. 	<ul style="list-style-type: none"> ● Classroom observations show kaiako delivering lessons aligned with teaching sequences across all strands. ● Planning documents reflect coverage and integration of oral language, reading, and writing sequences. ● Kaiako self-report confidence and understanding in applying teaching sequences. ● Student work demonstrates progression across all English strands. 	

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.

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<p>Teaching is strengthened through evidence-informed approaches that engage all students, support understanding, and promote successful learning outcomes.</p>	<ul style="list-style-type: none"> Professional learning sessions on evidence-based strategies (explicit teaching, scaffolding, formative assessment) Share research summaries and practical examples (Hattie) Peer observation and coaching Agree on school-wide non-negotiables; e.g. LI, SC, “I do, we do, you do” Use shared learning language across the school 	<ul style="list-style-type: none"> PLD facilitator or internal expertise Scheduled staff PLD time Time during staff meetings to discuss and reflect Mentoring from senior teachers or PLD leaders Staff discussion and agreement on common language Posters, charts, or cues for classrooms 	<ul style="list-style-type: none"> Staff can explain and apply explicit teaching, scaffolding, and assessment strategies in their classroom. Reflections show increased confidence and understanding. Sharing of effective strategies becomes routine within the school Students can articulate what they are learning and why, consistently using the same language when discussing learning. 	
<p>Fully implement and embed the use of structured literacy approaches across all year levels to align with the new English curriculum requirements.</p>	<ul style="list-style-type: none"> Update the school’s literacy overview and action plans to meet the latest Ministry of Education requirements. Provide PLD for kaiako focused on structured literacy strategies and their application across reading, writing, and oral language. Embed structured literacy strategies into weekly planning templates for all year levels. Conduct classroom observations to check consistency in structured literacy delivery and provide targeted feedback. Use collaborative planning sessions for kaiako to share best practice, troubleshoot challenges, and refine teaching sequences. Integrate structured literacy with other English strands to ensure a coherent and connected programme. 	<ul style="list-style-type: none"> Access to Ministry of Education guidance and structured literacy resources. Time allocated for PLD and collaborative planning sessions. Coaching and mentoring support from literacy leaders or experienced practitioners. Observation tools and feedback frameworks aligned with structured literacy practices. Planning templates that embed structured literacy expectations across year levels. 	<ul style="list-style-type: none"> Planning documents reflect structured literacy strategies consistently across all year levels or phases. Classroom observations show high fidelity in the delivery of structured literacy approaches. Kaiako can articulate how structured literacy strategies are embedded in teaching and learning. Student work demonstrates progression in decoding, reading fluency, and writing aligned to structured literacy principles. PLD participation and follow-up reflection show increased staff confidence in using structured literacy. 	

<p>Teachers develop and apply a repertoire of evidence-informed strategies to support students' literacy development across all English strands (oral language, reading, writing).</p>	<ul style="list-style-type: none"> ● Provide professional learning focused on a range of evidence-informed strategies for oral language, reading, and writing. ● Encourage teachers to trial selected strategies in their classrooms, reflecting on impact through student outcomes and engagement. ● Facilitate regular collaborative planning sessions where teachers share strategies, student work, and reflections. ● Teachers share new ideas and approaches during staff meeting/PLD time (e.g. 'Soapbox' style presentations) ● Link strategy selection explicitly to curriculum knowledge and teaching sequences. ● Use classroom observations and feedback cycles to support teachers in refining and embedding strategies. 	<ul style="list-style-type: none"> ● Access to PLD workshops, webinars, and evidence-based resources. ● Observation and coaching support from curriculum leaders or expert practitioners. ● Shared planning templates and repositories for documenting and tracking strategy use. ● Time allocated for collaborative planning, moderation, and reflective discussions. 	<ul style="list-style-type: none"> ● Classroom observations show consistent use of evidence-informed strategies across all English strands. ● Student work demonstrates progression in oral language, reading, and writing. ● Teachers can articulate why strategies are selected and how they link to curriculum expectations. ● Collaborative sessions document sharing, reflection, and adaptation of strategies. ● Assessment data shows growth for all students, with particular attention to priority learners. 	
<p>Teachers plan and deliver responsive and flexible English lessons that meet students' interests, needs, and ways of learning.</p>	<ul style="list-style-type: none"> ● Teachers plan lessons with flexible grouping that aligns with the purpose of the activity and students' learning needs. ● Provide scaffolds to enable learning and opportunities for enrichment and extension related to the year-by-year statements. ● Contextualise learning to students' experiences and cultural backgrounds to make reading, writing, and oral activities relevant and meaningful. ● Provide opportunities for students to use and connect with their languages, including te reo Māori, NZSL, and other first or heritage languages, within English tasks. ● Collect and use information on student interests, strengths, and preferred ways of learning to inform lesson design and learning activities. 	<ul style="list-style-type: none"> ● PLD on flexible grouping, differentiation, inclusive practices, UDL, etc. ● Access to culturally and linguistically diverse texts and teaching resources. ● Templates or planning frameworks for responsive and flexible lesson design. ● Time for teacher collaboration, co-planning, and sharing examples of responsive practice. ● Guidance from language and cultural specialists (e.g., te reo Māori or NZSL advisors). ● Te reo Māori PLD and learning, including correct pronunciation phonemes and kupu. 	<ul style="list-style-type: none"> ● Classroom observations show flexible grouping, differentiated tasks, and responsive teaching in action. ● Student engagement and participation demonstrate that activities are meaningful, inclusive, and relevant. ● Student work reflects varied opportunities for expression and use of language. ● Teachers can explain how lesson design responds to individual needs, interests, and cultural/language backgrounds. ● Teachers confidently teach and use te reo phonemes and kupu in English lessons. 	

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.

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<p>Ensure that all ākongā, particularly those identified as priority learners, make measurable progress toward school-wide targets in Reading and Writing (e.g., matching or exceeding achievement data noted in 2025)</p>	<ul style="list-style-type: none"> ● Conduct regular analysis of assessment data (e.g., e-asTTLe, PATs, and SMART) to identify specific learning needs and adapt teaching programs accordingly. ● Maintain and update an ākongā tracking document that records termly actions and progress for every student. ● Leadership and staff participate in Malvern kura English HoD PLD groups to share expertise and align assessment practices 	<ul style="list-style-type: none"> ● Engagement with PLD facilitators to support structured literacy and assessment for learning, particularly for targeted and tailored teaching. ● Use of internal Teacher Aide (kaiāwhina) support and Ministry-funded SLA staffing resource teacher for students requiring additional support. 	<ul style="list-style-type: none"> ● Mid-year and end-of-year Overall Teacher Judgments (OTJs) are moderated using formal tools (SMART, PaTs, e-asTTLe) and show progress against targets. ● Evidence of accelerated progress for identified priority students through detailed internal evaluations. 	
<p>Dibels data is used to inform teaching practices across the school.</p>	<ul style="list-style-type: none"> ● After each benchmark period (BOY, MOY & EOY) have data to action Junior and senior team meetings to discuss sub-measure patterns (sub-tests). ● Identify focus groups and the actions required. ● Create a spreadsheet where every student below benchmark is tied to a specific intervention group ● Align tier one instruction to common deficits, e.g., fluency ● Implement school fluency programme for identified cohorts ● Progress monitoring once a fortnight (selected students in the focus group) 	<ul style="list-style-type: none"> ● Dedicated staff meeting time for data to action meetings. ● Spreadsheet of data and intervention groups ● Structures and staffing to implement assistance for late adopters ● Peer observation form ● Dedicated time - CRT 	<ul style="list-style-type: none"> ● Meetings will take place after each benchmark period. ● There will be a record of the groups and actions taken on a spreadsheet. ● The spreadsheet will include the specific interventions for each group ● Classroom planning will clearly identify the focus area and when it is being taken ● Evidence of peer observations of the focus area x2 a term ● The progress monitoring results will show improvement. 	

<p>Kaiako use data confidently and consistently to inform planning and teaching.</p>	<ul style="list-style-type: none"> ● Provide PLD for kaiako on interpreting assessment data, and curriculum expectations (progress markers & descriptors, rubrics) ● Schedule regular data discussions in team meetings to analyse trends and plan teaching strategies. ● Encourage moderation and collaborative review of student work to build shared understanding of progress. ● Use assessment data to identify priority learners and plan targeted support within class programmes. ● Integrate data review into planning cycles, linking insights directly to teaching decisions. 	<ul style="list-style-type: none"> ● Access to SMS/assessment reports, including PAT, e-asTTle, SMART, Phonics Check, and other relevant tools. ● Guidance documents on progress markers & descriptors, curriculum expectations, and linking data to practice. ● Leadership support for data analysis, coaching, and feedback. ● Allocated time in meetings and planning schedules for collaborative data work. ● Templates for recording insights and planned actions from data discussions. 	<ul style="list-style-type: none"> ● Kaiako can confidently explain student progress and next steps in discussions and planning. ● Evidence of data-informed decisions in planning documents and teaching practice. ● Targeted interventions for priority learners are implemented and tracked. ● Observations/moderation show consistent use of data to adapt teaching strategies. ● Leadership reports show alignment between student data, planning, and teaching outcomes. 	
<p>Writing data is analysed consistently and used to shape planning, interventions, and monitoring.</p>	<ul style="list-style-type: none"> ● Review writing data to ensure consistency in how it is entered, interpreted, and used. ● Provide professional learning for kaiako on interpreting writing data and linking it to planning and interventions. ● Use regular moderation and team discussions to align judgments and identify priority learners. ● Adjust teaching programmes and interventions based on data trends and individual learner needs. ● Share key findings from data with staff to support reflective practice and informed planning. 	<ul style="list-style-type: none"> ● Access to writing assessment data, progress markers, and reporting tools. ● PLD for staff on data interpretation, moderation, and using data to inform teaching. ● Scheduled team meetings and moderation sessions. ● Leadership guidance to ensure consistency and alignment across year levels. 	<ul style="list-style-type: none"> ● Writing data is accurate, consistent, and regularly updated. ● Kaiako demonstrate confidence in using data to inform planning and interventions. ● Moderation and team discussions show alignment of judgments and identification of priority learners. ● Changes to planning and teaching are evident and linked to data insights. ● Student progress and outcomes reflect targeted support informed by the data. 	

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>Parents & whānau understand that expectations have shifted and feel confident that their child's progress is being supported and monitored.</p>	<ul style="list-style-type: none"> ● 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 ● Share and model the parent portal, including how to support at home. ● Send follow-up communication (summary, visuals, links) for those unable to attend. ● Provide staff with a clear FAQ document so messaging to whānau is consistent. ● Include the MOE statement and further explanation with twice-yearly reports 	<ul style="list-style-type: none"> ● Slide deck explaining the shift in expectations, etc ● Visuals showing what learning looks like in different year levels ● Handout summarising key messages ● Parent portal 	<ul style="list-style-type: none"> ● A minimum of 60% of families attend the information evening or access the follow-up materials. ● Fewer whānau express confusion or concern about raised expectations during reporting or informal conversations. ● Staff report increased confidence explaining expectations and progress using the FAQ. ● Whānau survey - at least 80% of surveyed whānau report improved understanding of the new expectations and how progress is monitored. 	
<p>All students experience inclusive English learning environments that value their backgrounds, cultures, and identities, enabling equitable access and engagement.</p>	<ul style="list-style-type: none"> ● Use culturally relevant texts, including Māori and Pasifika authors, and content that reflects students' home languages and identities. ● Engage with whānau to understand student backgrounds, languages, and learning needs, and integrate these insights into planning. 	<ul style="list-style-type: none"> ● Access to diverse and culturally relevant texts and teaching resources. ● Time for teacher collaboration to plan and review inclusive strategies. ● Engagement with local iwi, hapū, or community knowledge holders to inform content and context. 	<ul style="list-style-type: none"> ● Planning documents reference student backgrounds and culturally relevant content. ● Classroom observations show culturally responsive teaching and differentiation. ● Student engagement and participation in English lessons reflects inclusive practices. ● Feedback from whānau confirms that learning environments feel inclusive and supportive. 	

<p>English teaching draws on students' individual interests and local contexts, making learning meaningful, relevant, and connected to place.</p>	<ul style="list-style-type: none"> ● Weave the school's local conceptual themes into English learning to make literacy authentic and real-world-based. ● Collect information on student interests, hobbies, and local experiences to inform reading, writing, and oral language tasks. ● Design English activities that connect to local contexts, histories, and stories (e.g., local environment, local Māori narratives, community events). ● Provide opportunities for students to produce texts (written, spoken, multimodal) that reflect their perspectives, experiences, and local connections. ● Encourage students to explore and discuss local authors, pronunciation, and cultural language conventions. 	<ul style="list-style-type: none"> ● Resources and texts related to the school's conceptual theme/topic ● Curated collections of local and Māori-authored texts. ● Templates and frameworks for integrating student interests and local context into lesson planning. Time for teacher collaboration and sharing of contextualised lesson ideas. Guidance from local knowledge holders to ensure cultural and contextual accuracy. 	<ul style="list-style-type: none"> ● Student work shows engagement with texts and topics connected to their interests and local context. ● Student feedback indicates that English lessons feel relevant and meaningful. ● Planning documents reference student interests and local knowledge. ● Observations show opportunities for student voice, choice, and local connections in English learning. 	
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Conversation Starters and Questions used to develop goals & actions

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.

- To what extent do staff understand the intent of the Te Mātaiao | The NZC and the structure of learning areas?
- How confident are we that staff understand the 'why' behind the changes, and how do we know where there is readiness, hesitancy, or resistance?

Mātaitipu - Growing a love of lifelong learning

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

- Does our school have a clear vision for learners in mathematics/English, and how well does that vision align with the purpose statement and the phase descriptions?
- Can teachers articulate this vision if asked by parents/whānau?
- How well do we understand our 2025 achievement data, and how is it informing our 2026 target?
- To what extent is our 2026 target specific, measurable, linked to the progress descriptors, and aligned with curriculum expectations?

Mātainuku - Strong foundations for all students

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

- How are we embedding explicit teaching while maintaining curiosity and rich learning contexts?
- How are we collaborating with colleagues to build shared expertise in English?
- What learner needs in mathematics/English are most urgent in our school, and how do we know?
- To what extent are appropriate accommodations and supports in place to meet the specific needs of individual students in mathematics/English?
- How are we balancing the needs of priority learners with the needs of all students?
(The aim for most students will be 'Proficiency' as the end-of-year goal)

Mātaiao - 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.

- To what extent do staff understand what is new, clarified, or strengthened in the English learning area?
- How familiar and confident are staff in using the teaching sequence (knowledge and practice statements)?

- How are we supporting staff to grow their professional knowledge and practice in English (Oral Language, reading, writing + Structured Literacy Approaches)?
- How are we building our own expertise in English and our capability to lead curriculum change effectively?

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.

- How are the curriculum changes currently influencing classroom practice, planning, and assessment?
- Do we have teaching and learning plans, including a year overview as well as topic, unit, or week plans, that are informed by the teaching sequence statements and ensure coherent and effective learning?
- What resources, tools, and supports are currently being used to implement the mathematics/English learning area? How effectively are they supporting learning, and where are the gaps?
- What practices need to be sustained, scaled, removed, or adapted to enable all students to access and engage with the curriculum?

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.

- What evidence shows the impact of the changes on student outcomes?
- What does student work and/or assessment tell us about progress and next steps?
- How are we tracking progress across the whole school over time, and how is that information shared?
- How are we reporting progress to parents and whānau, and what may need to change in 2026?

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.

- How are we communicating the curriculum changes in mathematics with learners, their families, and the wider community?
- What questions are being raised about the changes, and how might we address them?