



# A new chapter:

How well are the changes  
to English and maths going?

**Technical Appendix**



# A new chapter: How well are the changes to English and maths going?

## Technical Appendix

---

This technical report outlines ERO's approach to evaluating the implementation of the refreshed English and maths learning areas. It explains the questions we asked, who we engaged with, how we gathered information, and the methods we used to analyse, synthesise, and validate our findings.

---

This technical appendix sets out the methodology used for ERO's review of the implementation of the refreshed English and maths learning areas – *A new chapter: How well are the changes to English and maths going?* This report, the summary, and good practice guide are free for download from ERO's Evidence and Insights website: [www.evidence.ero.govt.nz](http://www.evidence.ero.govt.nz)

This technical appendix is set out in three parts:

- **Part 1:** Technical Notes – describes how we designed the evaluation implementation of the new learning areas, the method we used, and the sample we achieved
- **Part 2:** Data collection tools – provides the questionnaires used to survey teachers and leaders, students, and parents and whānau
- **Part 3:** Survey data tables – these are in Excel workbooks and can be downloaded from ERO's Evidence and Insights website: [www.evidence.ero.govt.nz](http://www.evidence.ero.govt.nz)

## Part 1: Technical Notes

Part 1 includes detail on:

1. what we looked at
2. who we asked and how
3. how we analysed
4. how we synthesised
5. how we checked
6. limitations.

### 1. What we looked at

#### Purpose of the review

To lift student achievement in reading, writing, and maths, the Government has introduced a series of actions to address poor student achievement, including changes to both our national curriculums; the New Zealand Curriculum and Te Marautanga o Aotearoa.

The Education Review Office (ERO) was commissioned to examine how the implementation of the refreshed curriculum in English and maths was going. This national review is part of a multi-year evaluation

that aims to provide timely insights into what is working well and isn't, and why to inform the ongoing implementation of curriculum changes.

For this report, we collected data from Term 4, 2024 to Term 2, 2025. We looked at the steps school leaders and teachers were taking to prepare, as well as their early implementation of the new curriculum. In rumaki, kura,<sup>1</sup> and English medium state- or state-integrated schools, with students in Years 0 – 8.

## Review aims and questions

This review examined how well implementation is going across the country, including the early impacts the new curriculum is having. We wanted to understand how many schools had begun using the new curriculum, what was being taught in schools and how, whether there have been any changes to student outcomes, whether parents and whānau were well informed of the changes, and how leaders and teachers were supported with the changes.

To understand this, we looked at:

- What is being taught from the new English and maths learning areas?
- How are the new learning areas being taught?
- What are the early impacts for students?
- What has changed for parents and whānau?

## Tool development

Our fieldwork tools, including interview guides and surveys were informed by:

- a review of international and national literature about implementing change
- a review of the curriculum documents and guidance
- ERO's previous reviews on curriculum change
- interviews with experts.

Tools were tested internally for consistency and clarity, peer reviewed by a select group of experts, and then piloted with target participant groups, including with students, parents and whānau, teachers and school leaders.

## 2. Who we asked and how

To understand how well the implementation of the new curriculum was going, we wanted to hear from a broad range of people. This report draws on the voices of:

- teachers
- school leaders
- students
- parents and whānau.

We used a mixed methods approach to ensure both depth and breadth in our analysis. This allowed us to explore teaching and learning experiences, identify broader thematic patterns, and triangulate findings across diverse sources, to strengthen the robustness of our conclusions. We drew on:

- a) New Zealand and international literature

- b) secondary data sources
- c) surveys with school leaders, teachers, students, parents and whānau
- d) site visits to schools and classroom observations
- e) interviews and focus groups with school leaders, teachers, students, parents and whānau
- f) data collection in Māori medium schools.

### a) New Zealand and international literature

Our review drew on the New Zealand and international evidence to establish context and background. It included sources such as the OECD to understand why reading, writing, and maths is key to long-term student outcomes, and what effective implementation looks like. A full list of references is found at the end of the main report.

### b) Secondary data sources

We also drew on a range secondary data sources to inform our tool development and contextualise our findings, including:

- Curriculum Insights and Progress Study (CIPS) data – the CIPS is an independent, large-scale assessment study conducted by the University of Otago. They partner with 160 schools and work with more than 6,000 students each year to build a reliable picture of progress and achievement across the country. Its' predecessor was the National Monitoring Study of Student Achievement (NMSSA).
- Programme for International Student Assessment (PISA) data – PISA measures 15-year-olds' ability in reading, maths and science.
- Progress in International Reading Literacy Study (PIRLS) data – PIRLS takes place every five years and looks at reading and literacy ability at Year 5.
- Phonics checks – phonics checks (or Hihira Weteoro in Māori medium provision) are available for teachers to use with their students after 20 weeks' instruction, and after 40 weeks. Because students start school at different times, the tests occur throughout the year. Schools have been encouraged to implement phonics checks for Year 1 students, and it is intended for these to be required from 2026.
- Ministry of Education check-in data – we used this data to assess how many schools had begun teaching the new learning areas.
- We used ERO's school evaluation data to determine how many schools were using a type of standardised test, and what types of assessments were most used.

### c) Surveys

We collected survey data at two time points:

- In Term 4 2024, we surveyed school leaders, teachers, and parents and whānau of students in Years 0 – 3 to understand the steps leaders and teachers were taking to prepare to implement the refreshed learning areas, with a particular focus on structured literacy approaches.
- In Term 2 2025, we surveyed school leaders, teachers, parents and whānau, and students in Years 4 – 8, to find out how well the early implementation of the new English and maths learning areas was going, and identify any early outcomes.

Surveys were tailored for the participant groups, with questions specific to their experiences. Survey questions also varied by year level:

- Respondents referring to children in Years 0–6 answered questions about both English and maths curriculum implementation.
- Respondents referring to children in Years 7–8 answered questions about maths only.

Full surveys can be found in Part 2.

### Sampling and data collection

We used census sampling for the surveys of teachers, leaders, and students, which were administered online using SurveyMonkey. ERO sent information and survey links to *all schools* with students in Years 0 – 8 via email asking for them to distribute the surveys to their leaders (e.g. Principals, Deputy/Associate/Assistant Principals, curriculum leaders, syndicate leaders etc.), to all teachers of students in Years 0 – 8, and to students in Years 4 – 8. ERO provided some text for schools to use to make the distribution of the surveys, across their leaders, teachers, and students, as easy as possible.

To ensure a good response rate, we worked with peak bodies to boost survey responses through newsletters, social media, and other communications. We also sent reminder emails to schools after one week, which is evidenced to improve response rates. We monitored responses to ensure representation from a wide range of schools. Under-represented school types were targeted with follow-up phone calls in the final week of the survey to achieve representation of schools in high and low socio-economic communities, small and large schools, and schools in different locations (e.g. urban and rural).

For the parents' survey, ERO designed the questionnaire and provided it to a panel company, which distributed it to parents of Year 0-8 students across New Zealand.

### Sample characteristics

The characteristics of our survey samples are detailed in the tables below:

**Table 1:** *Overview of achieved sample*

Survey respondents	Achieved sample	Number of unique schools represented
Teachers	1,122	492
School leaders	1,031	752
Students	1,632	55
Parents	2,524	1,038

### School leader survey sample

We received survey responses from 1,031 leaders (659 in the 2024 Structured Literacy survey, and 372 in the 2025 English and maths survey). The key characteristics of the leaders who responded to our survey are outlined below:

**Table 2:** *Characteristics of leaders who responded to our survey*

School characteristics	Structured literacy survey		English and maths survey	
	Number	Percent of the sample	Number	Percent of the sample
<b>School type</b>				
Contributing Primary	317	49%	151	41%
Full Primary / Composite	328	51%	175	47%
Intermediate / Secondary	N/A	N/A	43	12%
Total	<b>645</b>	<b>100%</b>	<b>369</b>	<b>100%</b>
<b>Area</b>				
Rural	231	36%	114	31%
Urban	414	64%	256	69%
Total	<b>645</b>	<b>100%</b>	<b>370</b>	<b>100%</b>
<b>School size</b>				
Large + Very Large	220	34%	138	37%
Medium	251	39%	147	40%
Small + Very Small	174	27%	84	23%
Total	<b>645</b>	<b>100%</b>	<b>369</b>	<b>100%</b>
<b>EQI</b>				
High socio-economic (fewer)	218	34	142	38%
Mid socio-economic (moderate)	264	41	168	45%
Low socio-economic (more)	163	25	60	16%
Total	<b>645</b>	<b>100%</b>	<b>370</b>	<b>100%</b>
<b>High Māori roll</b>				
High Māori roll	268	42	118	32%
Not high Māori roll	377	58	252	68%
Total	<b>645</b>	<b>100%</b>	<b>370</b>	<b>100%</b>

### Teacher survey sample

We received survey responses from 1,122 teachers (636 in the 2024 Structured Literacy survey, and 486 in the 2025 English and maths survey). The key characteristics of the teachers who responded to our survey are outlined below:

**Table 3:** *Characteristics of teachers who responded to our survey*

School characteristics	Structured Literacy Survey		English and maths Survey	
	Number	Percent of the sample	Number	Percent of the sample
<b>School type</b>				
Contributing Primary	326	53%	212	44%
Full Primary / Composite	284	47%	174	36%
Intermediate / Secondary	N/ A	N/ A	97	20%
Total	<b>610</b>	<b>100%</b>	<b>483</b>	<b>100%</b>
<b>Area</b>				
Rural	162	27%	66	14%
Urban	448	73%	417	86%
Total	<b>610</b>	<b>100%</b>	<b>483</b>	<b>100%</b>
<b>School size</b>				
Large + Very Large	285	47%	261	54%
Medium	230	38%	172	36%
Small + Very Small	95	16%	50	10%
Total	<b>610</b>	<b>100%</b>	<b>483</b>	<b>100%</b>
<b>EQI</b>				
High socio-economic (fewer)	225	37%	217	45%
Mid socio-economic (moderate)	266	44%	203	42%
Low socio-economic (more)	119	20%	63	13%
Total	<b>610</b>	<b>100%</b>	<b>483</b>	<b>100%</b>
<b>High Māori roll</b>				
High Māori roll	212	35%	118	24%
Not high Māori roll	398	65%	365	76%
Total	<b>610</b>	<b>100%</b>	<b>483</b>	<b>100%</b>

### Parents and whānau survey sample

We received survey responses from 2,524 parents and whānau (1,031 in the 2024 Structured Literacy survey, and 1,493 in the 2025 English and maths survey). The key characteristics of the those who responded to our survey are outlined below:

**Table 4:** *Characteristics of parents and whānau who responded to our survey*

School characteristics	Structured Literacy Survey		English and maths Survey	
	Number	Percent of the sample	Number	Percent of the sample
<b>School type</b>				
Contributing Primary	599	63%	653	46%
Full Primary / Composite	348	37%	543	38%
Intermediate / Secondary	N/A	N/A	230	16%
Total	<b>947</b>	<b>100%</b>	<b>1,426</b>	<b>100%</b>
<b>Area</b>				
Rural	136	14%	141	10%
Urban	811	86%	1285	90%
Total	<b>947</b>	<b>100%</b>	<b>1,426</b>	<b>100%</b>
<b>School size</b>				
Large + Very Large	621	66%	933	65%
Medium	275	29%	382	27%
Small + Very Small	51	5%	111	8%
Total	<b>947</b>	<b>100%</b>	<b>1,426</b>	<b>100%</b>
<b>EQI</b>				
High socio-economic (fewer)	463	49%	695	50%
Mid socio-economic (moderate)	337	36%	483	35%
Low socio-economic (more)	147	16%	216	15%
Total	<b>947</b>	<b>100%</b>	<b>1,394</b>	<b>100%</b>
<b>High Māori roll</b>				
High Māori roll	282	30%	399	28%
Not high Māori roll	665	70%	1027	72%
Total	<b>947</b>	<b>100%</b>	<b>1,426</b>	<b>100%</b>

### Student survey sample

We received survey responses from 1,632 Year 4-8 students. The characteristics of students who responded to our survey are outlined below:



**Table 5:** *Characteristics of students who responded to our survey*

School characteristics	English and maths survey	
	Number	Percent of the sample
Contributing Primary	329	21%
Full Primary / Composite	512	32%
Intermediate / Secondary	762	48%
<b>Total</b>	<b>1,603</b>	<b>100%</b>
Rural	98	6%
Urban	1,505	94%
<b>Total</b>	<b>1,603</b>	<b>100%</b>
Large + Very Large	971	61%
Medium	435	27%
Small + Very Small	197	12%
<b>Total</b>	<b>1,603</b>	<b>100%</b>
High socio-economic (fewer)	1,092	68%
Mid socio-economic (moderate)	430	27%
Low socio-economic (more)	81	5%
<b>Total</b>	<b>1,603</b>	<b>100%</b>
High Māori roll	137	9%
Not high Māori roll	1,466	91%
<b>Total</b>	<b>1,603</b>	<b>100%</b>

#### d) Site visits to schools and classroom observations

To better understand how English and maths is currently being taught in schools, we conducted site visits to 36 schools. During these site visits we conducted interviews with teachers, leaders, students, and parents and whānau, as covered in more detail just below.

We used purposive sampling to identify these 36 schools to represent a range of school types and contexts, including schools in high and low socio-economic communities, different sized schools, schools in urban and rural locations, from across the North and South Islands.

During the site visits, we observed 34 English or maths lessons, and 20 structured literacy lessons. Our observations were guided by our key evaluation questions around curriculum, teaching strategies, and learning activities for English and maths lessons.

**Table 6:** *Overview of achieved samples for site visits and classroom observations*

Data Collection Method	Structured Literacy (2024)	English and Maths Curriculum (2025)	Total
Site Visits	22	20	42*
Classroom Observations	20	34	54

\*Six schools were visited both in 2024 and 2025 – in total, we visited 36 unique schools

### e) Interviews and focus groups

During our site visits to schools, we conducted interviews and focus groups with 123 teachers, 113 leaders and 232 students. Interviews were arranged with the support of school leadership: teachers and students were invited to participate and gave their informed consent, as discussed in more detail below.

All interviews were conducted by two trained researchers. They were semi-structured and typically 45 to 60 minutes long. Researchers made notes during the interviews, which were also recorded and transcribed for the purpose of analysis. Sufficient teachers and leaders were interviewed as evidenced by reaching a point of saturation - whereby the same themes were being voiced repeatedly.

Additionally, we conducted online focus groups with a total of 35 parents and whānau members. These online focus groups were arranged through an external contractor and led by ERO's researchers.

**Table 7:** *The number of interviews and participants informing this review*

	Structured Literacy (2024)	English and maths Curriculum (2025)	Total participants
Teachers	55	68	123
Leaders	52	61	113
Parents and whānau	23	12	35
Students	90	142	232
<b>Total participants</b>	<b>220</b>	<b>283</b>	<b>503</b>

### f) Data collection in Māori-medium schools

To find out how the implementation of changes to Te Marautanga o Aotearoa is going, we looked at:

- survey responses from 38 Kura ā Iwi and Kura Motuhake
- 34 survey responses from 24 rumaki / reo rua units
- interviews with leaders and teachers at three kura and five rumaki
- Ministry guidance and information
- administrative data.

Interviews were conducted in Te Reo Māori or English according to participant choice, and all data collection was undertaken in accordance with the informed consent process outlined below. The findings in the report are only for those kura and rumaki who responded.

## Ethics

### Informed consent

Prior to interviews and focus groups, teachers, school leaders, and parents and whānau were sent a consent form, which included information about the project and how their data will be used. Participants signed their consent forms and sent them back, prior to the interview or focus group of themselves or their child. At the start of all interviews, researchers checked again that all participants understood the voluntary and confidential nature of the research and were happy for the interview to be recorded for analysis purposes. Interviews were not recorded without consent on the day. As part of this informed consent process, participants were informed that:

- participation was voluntary and they could choose which questions to answer
- they would not be identified in the report, and neither would their school
- their words may be included in reporting, but no identifying details would be shared
- permission to use their information could be withdrawn up until 1 June 2025
- their information would be treated confidentially and kept securely until destroyed subject to the provisions of the Official Information Act 1982, Privacy Act 1993, and the Public Records Act 2005.

Before completing surveys, participants were also provided with information on the project, including how their responses will be used. Participants consented to the survey by continuing onto the questionnaire.

### Data storage

Data collected from interviews, surveys, and administrative data was stored digitally and securely. Access was limited to the research team throughout the project and until the data is deleted.

## 3. How we analysed

### Quantitative data analysis

For analysis, we downloaded survey responses from SurveyMonkey into Microsoft Excel for the leader, teacher, and student surveys. The parent and whānau survey data, collected by a panel company, was also provided in Excel format. We checked and cleaned each dataset by:

- removing errors and invalid responses
- reviewing and making decisions about missing data
- handling “don’t know” responses, which were retained only where relevant and meaningful.

After cleaning, we uploaded the datasets into STATA for coding and analysis. We linked survey responses to school administrative data and merged some data sets. As detailed above, respondents referring to children in Years 0-6, answered questions about both English and maths curriculum implementation, and respondents referring to children in Years 7-8 only answered questions about maths implementation. We combined these datasets where applicable.

We also transformed some survey variables to improve interpretability and simplify analysis. Likert scale responses were collapsed into binary formats—for example, combining “some” and “a lot” into a single category, and recoding “not at all” as “did not teach.” For questions about access to supports, we classified respondents as having accessed a support if they provided any usefulness rating, while those who selected “did not access” were coded as not having accessed it. We also grouped related supports into broader categories such as Profession Learning and Development (PLD), resources, and guidance.

Our approach to analysis involved key stages:

- descriptive statistics to report on the distribution of survey responses
- inferential statistics to test for group differences
- regression analysis to examine key drivers of teaching practice change.

## Definitions

### School type

Our definitions of schools draw on the Ministry of Education's categories. The Ministry sets out the following categories:

- Full Primary (Years 0-8)
- Contributing Primary (Years 0-6)
- Intermediate (Years 7-8)
- Secondary (in this case only those including Years 7-8)
- Composite
- Restricted composite (Years 7-10).

Students that are learning the new English curriculum include all schools teaching Years 0–6: contributing primary schools, full primary schools, and composite schools. For comparisons of school types, we collapsed these into two categories: contributing primary schools, and combined full primary and composite schools.

Students learning the new maths curriculum include all schools teaching Years 0-8: contributing primary schools, full primary schools, intermediate and middle schools, composite schools, restricted composite schools, and secondary schools with Year 7–8 students. For comparisons of school types, we collapsed school type into three categories: contributing primary schools, combined full primary and composite schools, and combined intermediate and secondary schools.

### Socio-economic level

Socio-economic level is defined by the Ministry's Equity Index (EQI). The EQI replaces the former decile system and incorporates multiple factors such as parental education and income to provide a more nuanced measure of disadvantage.

- Schools in high socio-economic communities are the schools with fewer barriers
- Schools in moderate socio-economic communities are the schools with moderate barriers
- Schools in low socio-economic communities are the schools with more barriers.

### Urban/rural

Our definitions of urban and rural schools draw on the Ministry's categories for defining location, which have been combined to create these two groups:

- Urban schools include large urban area, major urban area, medium urban area and small urban area
- Rural schools include rural settlement and rural other.

### High Māori roll

We have described schools as having a high Māori roll if a quarter or more of their roll is made up of students that identify as Māori.

### School size

We created three categories for school size:

- Small schools include primary and intermediate schools that have 100 or fewer students enrolled, and secondary schools that have 400 or fewer students enrolled.
- Medium schools include primary schools and intermediate schools that have between 101 and 300 students enrolled, and secondary schools that have between 401 and 800 students enrolled.
- Large schools include primary schools and intermediate schools that have more than 300 students enrolled, and secondary schools that have more than 800 students enrolled.

## **Descriptive statistics**

We generated descriptive statistics to understand the views of school leaders, teachers, parents and whānau, and students. Throughout the report, we report the descriptive analysis results as follows:

- numbers and percentages are rounded to the nearest whole number, except where rounding errors lead to incorrect totals. In these instances, the numbers are rounded to minimise rounding error
- all results are unweighted.

## **Inferential statistics**

We used inferential statistical tests to explore between-group differences and associations within the survey data. These tests assess whether observed patterns are likely to reflect true differences in the population, rather than occurring by chance. We primarily used Kruskal–Wallis tests for examine relationships for ordinal responses (such as Likert-type scale response options) across multiple groups, and chi-squared tests to examine relationships between categorical variables.

We considered results statistically significant where  $p \leq 0.05$ . Only significant comparisons are reported, except in a few cases where non-significant figures are included as comparators; these are clearly noted. For sub-samples with approximately 50 respondents (e.g. 45–49), significance was only accepted when supported by additional evidence, such as qualitative findings.

## **Regression analysis**

To understand whether the supports that teachers accessed impacted teaching practice, we conducted logistic regression analyses with teacher survey responses. Logistic regression is a statistical method used to model the relationship between a set of predictor variables and a binary outcome - such as whether teaching practice had changed or not. Our models were theory-driven, built around supports (guidance, resources, and PLD) that were identified during the design phase as conceptually relevant to changes in practice.

To improve model stability and interpretability, we recoded survey variables into binary formats. We based our decisions on the conceptual similarity of response options, their distribution across the sample, and the analytical focus of the models. Results are reported as odds ratios, with significant levels (in this case to  $p < 0.01$ ) indicated and noted in footnotes in the report. All the outputs were rounded to two decimal places.

The two models informing our findings in the main report include:

- Model 1: The impact of the use of supports on teaching practice change in teachers for English.
- Model 2: The impact of the use of supports on teaching practice change in teachers for maths.

These models are explained in more detail below.

### **Model 1: The impact of supports on change in teaching practice for English**

#### ***Outcome variable***

We looked at whether the use of support materials predicted whether teachers reported change to their teaching practice under the new curriculum. The question used for the outcome variable was categorical with the following response options: a lot, some, and not at all. We combined these options into a binary variable with “change” being the combination of a lot and some ( $n = 301$ , or 88 percent of teachers), and “no change” being those who responded not at all ( $n = 40$ , or 12 percent of teachers).

#### ***Predictor Variables***

Individual supports were grouped into three categories to be used as the three predictor variables in the regression model.

#### **Guidance – teachers used any of the guidance**

- Getting Ready - Getting Started Guide
- get ready and prepare PPT
- accelerating progress in literacy - teacher guidance
- January 2025 Assessment guidance.

#### **Resources – teachers used any of the resources**

- an hour a day resources
- learning content and resources
- phonics checks guidance and resources
- quick guide on using structured literacy approaches with the instructional series
- accelerating learning in English and maths.

#### **PLD tools – teachers used any of the PLD tools**

- PLD for structured literacy approaches
- teacher only day resources
- science of learning explained
- structured literacy approaches PLD for targeted and tailored teaching.

The table below summarises the results of the regression analysis, showing that the only significant predictor of change in teaching practice for English was the use of any guidance, and not the use of any resources or PLD tools.

**Table 8: Regression model: What supports teachers used that have predicted change in teaching practice for English**

Variable	Odds Ratio	Standard error
English Curriculum – teachers used any of the guidance	3.51***	1.58
English Curriculum – teachers used any of the resources	0.80	0.61
English Curriculum – teachers used any of the PLD tools	1.89	1.55
<b>Observations</b>		<b>268</b>

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

## Model 2: The impact of supports on change in teaching practice for maths

### Outcome variable

We looked at whether the use of support materials predicted whether teachers reported change to their teaching practice under the new curriculum. The question used for the outcome variable was categorical, with the following response options: a lot, some, and not at all. We combined these options into a binary variable with “change” being the combination of a lot and some ( $n = 359$ , or 85 percent of teachers), and no “change being” those who responded not at all ( $n = 62$ , or 15 percent of teachers).

### Predictor Variables

Individual supports were grouped into three categories to be used as the three predictor variables in the regression model.

#### Guidance – teachers used any of the guidance

- Getting Ready - Getting Started Guide
- get ready and prepare PPT
- January 2025 Assessment Guidance
- Te Poutāhū curriculum centre school updates.

#### Resources – teachers used any of the guidance

- accelerating learning in English and maths
- an hour a day resources
- Ministry provided maths teacher and student resources

#### PLD tools – teachers used any of the PLD tools

- teacher only day resources
- the science of learning explained
- maths professional learning and development.

The table below summarises the results of the regression analysis, showing that the only significant predictor of change in teaching practice for maths was the use of any guidance, and not the use of any resources or PLD tools.

**Table 9: Regression model: What supports teachers used that have predicted change in teaching practice for maths**

Variable	Odds Ratio	Standard error
Maths Curriculum – teachers used any of the guidance	0.94	0.35
Maths Curriculum – teachers used any of the resources	3.94***	1.56
Maths Curriculum – teachers used any of the PLD tools	1.22	0.58
<b>Observations</b>		<b>357</b>

Notes: \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1.

## Qualitative data

Qualitative data in our review included:

- interview and focus group data, including field notes and transcripts
- open-ended survey questions.

## Interview data

Qualitative data was analysed both deductively and inductively using the framework method.<sup>1</sup> The framework method is a structured approach to qualitative analysis, that is well-suited to research that has clear research objectives. The method is valued for its transparency and auditability, and is widely used internationally for applied research. It involves the following five steps:

- **Familiarisation** – we began by organising our interview notes according to deductive themes, which were derived from our literature review and key informant interviews. We then familiarised ourselves with the full dataset to identify inductive (emergent) themes. These themes were discussed and agreed upon collaboratively by the team to ensure a shared understanding and consistency in interpretation.
- **Framework development** - using the agreed themes, we developed an analytical framework in Microsoft Excel. The framework included columns for each theme, as well as key participant and school characteristics relevant to the analysis. This structure allowed us to systematically capture and compare data across cases.
- **Indexing** – we applied both deductive and inductive themes to the full dataset, coding the data accordingly. As we progressed, we refined the thematic framework to reflect nuances in the data, adjusting theme definitions and adding new sub-themes where necessary.
- **Charting** – we charted the data by summarising each interview or focus group under the relevant themes within the framework. This involved entering participant characteristics and concise thematic summaries into the Excel matrix, enabling cross-case comparison and thematic synthesis.
- **Mapping and interpreting the data** – we used the completed framework to explore patterns, similarities, and differences across participant groups and themes. This facilitated the development of rich thematic summaries and detailed case studies for reporting.

## Open-ended survey questions

To analyse open-ended survey questions, we downloaded responses with their unique identifiers and applied thematic coding. Initial data familiarisation was conducted to develop a thematic dictionary, outlining high-level themes and their definitions. This framework supported targeted analysis, using CoPilot AI, with each response assigned up to two or three relevant themes. Based on this coding, we produced



summary reports for each open-ended question, capturing theme frequency, variation, and illustrative examples and quotes. In some cases, particularly when dealing with large volumes of responses, we bypassed the thematic dictionary and developed summary reports directly. In these instances, data familiarisation and team-based sense-checking ensured robustness.

## 4. How we synthesised

We used both quantitative and qualitative data to build a fuller picture of the issues we were exploring. The surveys gave us breadth, showing how common certain experiences or views were across groups. The observations, interviews, and focus groups gave us depth, helping us understand the reasons behind those patterns and bringing people's voices into the findings.

We used a process of synthesis to bring these data sources together. Survey patterns were explored through interviews to understand the underlying reasons, while insights from interviews were checked against survey data to see how widespread they were. We also used regression analysis to identify predictive relationships in the survey data, and then explored these in the qualitative data to assess how they played out in real-life contexts.

Alongside synthesis, we used triangulation to test and strengthen our findings. This involved cross-checking to assess whether the same conclusions held across different data sources. Where findings did not hold, it prompted deeper investigation. This added confidence to our findings, and helped ensure they were grounded in multiple perspectives.

All quotes used in the report come from interviews, focus groups, or open-ended survey responses, and were selected to illustrate key themes.

## 5. How we checked

The data in this report was subjected to a rigorous internal review process, for both quantitative and qualitative data, and was carried out at multiple stages across the evaluation process.

The research team held workshops to discuss the survey data and the interview results. The team looked for patterns across the different types of data and outliers that could support causal explanations, and then identified any gaps in our understanding that might require additional investigation. This team approach to analysis and interpretation of the data ensures consistency, transparency, and overall rigor.

Following analysis of the data from the surveys and interviews, external sense-making discussions were conducted to test interpretation of the results, findings, and areas for action with:

- ERO specialists in reviewing school practice
- key individuals and organisations in the sector
- the project's Expert Advisory Group and Steering Group

We then tested and refined the findings and recommendations with the Ministry of Education to ensure they were useful and practical. We also had the full draft report peer reviewed by range of experts, including:

- members of the project Steering Group
- additional Ministry experts
- international partners
- academic subject matter experts.

## 6. Limitations

As with all research, there are some limitations to our methodology and scope.

The review focused on leaders' and teachers' use of the refreshed curriculum, and does not:

- report on the fit of curriculum content for each individual classroom, or attitudes towards the content
- examine specific curriculum resources, their content, or comment on their quality
- make judgements about individual principals', boards', or providers' practices around curriculum content.

In terms of the data collection:

- Participation in the school surveys was voluntary, and it's possible that there was a non-response bias. To address this risk, we sent the surveys to *all schools* to ensure maximum reach. We also held the survey open for an extended period and sent reminders to boost numbers. As a result, our samples are broadly representative of the national characteristics for schools and teachers. Where some groups are proportionally underrepresented, sample sizes were sufficient for robust between-group comparisons.
- Participation in our interviews was voluntary, and relied on schools having time to engage with our research team. This may have resulted in some biases in our sample. To mitigate this, we ensured that the sample reflected a wide range of settings and demographics. The research team offered a flexible approach to interviewing, enabling schools to participate when it was most suitable for their schedule.
- It is also possible that some participants provided socially desirable responses in the interviews. We mitigated this risk by ensuring that all data would be treated confidentially, and no identifiable information would be disclosed; thereby creating a safe environment for participants to speak freely.

## Part 2: Data collection tools

Part 2 includes the surveys we distributed:

- a) Teacher survey (data collected Term 4, 2024)
- b) Leaders survey (data collected Term 4, 2024)
- c) Parent survey (data collected Term 4, 2024)
- d) Teacher survey (data collected Term 2, 2025)
- e) Leaders survey (data collected Term 2, 2025)
- f) Parent survey (data collected Term 2, 2025)
- g) Student survey (data collected Term 2, 2025)

### a) Teacher survey (data collected Term 4, 2024)

**What region is your school in?**

- Bay of Plenty, Waairiki
- Canterbury, Chatham Islands
- Hawke's Bay, Tairāwhiti
- Nelson, Martinborough, West Coast
- Otago, Southland
- Tai Tokerau
- Taranaki, Whanganui, Manawhatū
- Auckland
- Waikato
- Wellington

**What school do you work in? This information is confidential and we won't report on individual schools.**

[dropdown based on region]

**What is your role in the school? (choose all that apply).**

*If you also have a leadership role at your school and would like to complete the survey from a leader's perspective, please click [Structured literacy Leaders survey](#)*

- Teacher Y0
- Teacher Y1
- Teacher Y2
- Teacher Y3
- Teacher Y4
- Teacher Y5
- Teacher Y6

- Teacher Y7
- Teacher Y8
- Other (please specify)

**How long have you been a teacher?**

- Less than two years
- Two to five years
- More than five years

**Have you started using a structured literacy approach?**

- No
- No, but planning to this term
- Yes, started this term
- Yes, started earlier this year
- Yes, been doing it more than a year

*The following questions are about your overall experiences with the implementation of structured literacy approaches in the English learning area.*

**Structured literacy approaches have changed my teaching practices**

- Not at all- My school already used structured literacy approaches
- Not at all - I use a different approach
- A little
- A lot

**Structured literacy approaches have improved student engagement in literacy**

- Not at all - my school already used structured literacy approaches
- Not yet
- A little
- A lot

**Structured literacy approaches have improved students' literacy**

- For no students
- For some students (less than half)
- For most students (more than half)

**For students where structured literacy approaches have increased literacy, how much has it increased?**

- Not much
- Noticeable amount (about what I would expect)
- A lot (more than I would expect)

*The following question is about changes to assessment practices.*

**Do you assess your students' learning and progress in reading and writing?**

→ Yes

→ No

*The following question is about changes to Assessment practices*

**How do you assess your students' learning and progress in reading and writing? (choose all that apply)**

→ Standardised tests (PATs)

→ Standardised tests (e-asTTI-e)

→ Standardised tests (STAR)

→ Teacher judgment (e.g. PACT)

→ Other (please specify)

**How many students are in your class?**

[numerical entry box]

**How many of your students are above the expected level of reading and writing for their age? (approximately)**

[numerical entry box]

**How many of your students are at the expected level of reading and writing for their age? (approximately)**

[numerical entry box]

**How many of your students are below the expected level of reading and writing for their age? (approximately)**

[numerical entry box]

**How many of your students are getting extra support for reading and writing?**

[numerical entry box]

*The following questions ask you to think about how much you use different aspects of structured literacy approaches and the science of learning. These questions are not designed to trick you or to 'catch you out' for not knowing about these elements. The information you provide is highly confidential and will not be shared with anyone else or your school leadership. Please answer as accurately as possible without being concerned with what you think would be the 'correct' answer.*

Thinking about the time you are focused on teaching reading and writing:

**I use structured literacy approaches when I teach**

→ Never

→ Less than 1 day/week

→ 1 day/week

- 2 days/week
- 3 days/week
- 4 days/week
- Daily
- Multiple times a day

	Never	Less than 1 day/week	1 day/ week	2 days/ week	3 days/ week	4 days/ week	Daily
<b>Develop listening and speaking skills as a foundation for reading and writing (oral language)</b>							
<b>Segment words into sounds and build these together (phonics)</b>							
<b>Sequence the teaching of word sounds to encourage sound-symbol association (decoding)</b>							
<b>Teach the writing process, including handwriting skills (handwriting fluency)</b>							
<b>Teach sentence structure to support comprehension development (syntax)</b>							
<b>Teach words by breaking them down to better understand their meaning (morphology)</b>							

*The following questions ask you to think about how much you use different aspects of structured literacy approaches and the science of learning. These questions are not designed to trick you or to 'catch you out' for not knowing about these elements. The information you provide is highly confidential and will not be shared with anyone else or your school leadership. Please answer as accurately as possible without being concerned with what you think would be the 'correct' answer.*

Thinking about the time you are focused on teaching reading and writing:

**How often do you use the following practices**

	Never	Less than 1 day/week	1 day/ week	2 days/ week	3 days/ week	4 days/ week	Daily
<b>Link to prior literacy knowledge, so students connect what they are learning to what they already know</b>							
<b>Break new literacy learning into steps, so students can easily engage with it</b>							

Make it clear to students what they are learning and why							
Give students feedback on how they are doing							
Give targeted support to students who need additional help							
Choose books and resources to teach students specific skills							
Differentiate learning for different levels							

*The following questions are about access to PLD and additional supports*

**Do you know what you are expected to do as your school starts implementing the English learning area?**

- No
- Some
- Yes

**Do you have the support you need from leaders to do it?**

- No
- Some
- Yes

**Do you have the right resources to do it?**

- No
- Some
- Yes

**This support helped me build my knowledge about structured literacy approaches**

	Did not access	Not at all	Not a lot	Some	A lot
Curriculum Advisory Service (CAS) – for continued support					
Kahu Pūtoi (teaching network)					
Literacy resources accessed through funding from MoE					
Teacher only days focused on structured literacy					
Supports for students with additional needs in literacy					

**Other (please specify)**

[open text field]

This resource helped me build my knowledge about structured literacy approaches

	Did not access	Not at all	Not a lot	Some	A lot
Online resources via Tāhūrangi					
Implementing the National Curriculum Information Brochure – Supports and Services					
Curriculum and assessment changes for Years 0-8 (Getting Ready, Getting Started - checklist)					
Wall planners for the implementation of curriculum and assessment changes					

Other (please specify)

[open text field]

This support helped me change my practice for teaching structured literacy approaches

	Did not access	Not at all	Not a lot	Some	A lot
Curriculum Advisory Service (CAS) – for continued support					
Kahu Pūtoi (teaching network)					
Literacy resources accessed through funding from MoE					
Teacher only days focused on structured literacy					
Supports for students with additional needs in literacy					

Other (please specify)

[open text field]

This resource helped me change my practice for teaching structured literacy approaches

	Did not access	Not at all	Not a lot	Some	A lot
Online resources via Tāhūrangi					
Implementing the National Curriculum Information Brochure – Supports and Services					
Curriculum and assessment changes for Years 0-8 (Getting Ready, Getting Started - checklist)					



Wall planners for the implementation of curriculum and assessment changes					
---	--	--	--	--	--

Other (please specify)

[open text field]

**Have you attended PLD on structured literacy approaches?**

- Yes
- No but planned for Term 4, 2024
- No but planned for 2025
- None planned

*The following questions are about your experiences of PLD*

**Did you attend the current MoE funded PLD programme or a different/previous PLD programme?**

- The current MoE funded PLD
- Both the current MoE funded and a different programme
- A different/previous programme

**Which PLD provider have you worked with most?**

[open text field]

**This PLD provider helped me build my knowledge about structured literacy approaches**

- Not at all
- Not a lot
- Some
- A lot

**This PLD provider helped me change my practice for teaching structured literacy approaches**

- Not at all
- Not a lot
- Some
- A lot

**What have you found most useful for structured literacy approaches, and why?**

[open text field]

*The following questions are about your overall experiences with the structured literacy approach implementation.*

**What has helped/is helping you to implement structured literacy approaches?**

[open text field]

**What help do you need to implement structured literacy approaches?**

[open text field]

**Is there anything else you would like to tell us about the implementation of structured literacy approaches?**

[open text field]

#### **b) Leaders survey (data collected Term 4, 2024)**

**What region is your school in?**

[dropdown list]

**What school do you work in? This information is confidential and we won't report on individual schools.**

[dropdown list]

**What is your current role at the school?**

- Principal
- Deputy principal
- Assistant principal
- Junior syndicate leader
- Curriculum leader
- Literacy leader
- Other (please specify)

**How long have you been in your current leadership role?**

- Less than one year
- One to two years
- Two to five years
- More than five years

**Has your school started using a structured literacy approach?**

- No, and no plans to start
- No, but planning to this term
- No, but planning to next year
- Yes, started earlier this year
- Yes, been doing it for more than a year

**Does your school have immersion or bilingual units?**

- Yes
- No

**What sort of immersion or bilingual unit does your school have?**

- Māori
- Pacific
- Other (please specify)

**Are structured literacy approaches/Rangaranga Reo ā-Tā being implemented in your bilingual units?**

- Yes
- No

**Please describe the structured literacy approaches/Rangaranga Reo ā-Tā being implemented in your bilingual units.** [open text field]

**How useful has your school found the following supports?**

	Did not access	Not useful at all	Not very useful	Useful	Very useful
Curriculum Advisory Service (CAS) – for continued support					
Kahu Pūtoi (teaching network)					
Funding contribution for resources (from the MoE)					
Teacher only days focused on structured literacy					
Accelerative supports for students needing additional support in literacy					

**Other (please specify)**

[open text field]

**How useful has your school found the following supports?**

	Did not access	Not useful at all	Not very useful	Useful	Very useful
Online resources via Tāhūrangi					
Implementing the National Curriculum Information Brochure –Supports and Services					
Curriculum and assessment changes for Years 0-8 (Getting Ready, Getting Started - checklist)					
Wall planners for the implementation of curriculum and assessment changes					

**Other (please specify)**

[open text field]

*The following questions are about your school's engagement with structured literacy PLD.*

**Which PLD provider has your school worked with most?**

[open text field]

**How many teachers have had PLD on structured literacy approaches?**

	None	Some (less than half)	Most (more than half)	All
<b>Year 0</b>				
<b>Year 1</b>				
<b>Year 2</b>				
<b>Year 3</b>				

**How many PLD workshops on structured literacy has the school completed?**

- 0
- 1
- 2
- 3
- More than 3

**How many communities of practice sessions has the school completed?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- More than 8

**How useful was the PLD for your school?**

- Not useful at all
- Not very useful
- Useful
- Very useful

Please tell us how PLD on structured literacy could be more useful and better meet the needs of your school

[open text field]

How many teachers who teach different years know what to do with structured literacy approaches?

	None	Some (less than half)	Most (more than half)	All
Year 0				
Year 1				
Year 2				
Year 3				

How many teachers who teach at different years actively use structured literacy approaches?

	None	Some (less than half)	Most (more than half)	All
Year 0				
Year 1				
Year 2				
Year 3				

How often do you give parents guidance or resources to help their child learn to read at home?

- Weekly
- Fortnightly
- Monthly
- Termly
- Less than termly
- Not at all

*The following questions are about the standardised assessments used by the school.*

Does your school already use standardised assessments/tests? (tick all year levels where you use standardised assessments)

- Do not use
- Year 0/New entrants
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

→ Year 7

→ Year 8

**Which assessment tools do you use in your school? (choose all that apply)**

→ e-asTTle (reading)

→ e-asTTle (writing)

→ e-asTTle (mathematics)

→ e-asTTle (pānui)

→ e-asTTle (tuhituhi)

→ e-asTTle (pāngarau)

→ PAT mathematics

→ PAT listening comprehension

→ PAT reading comprehension

→ PAT reading vocabulary

→ PAT punctuation and grammar

→ STAR (reading)

→ Other (please specify)

**The following questions are about how prepared your school is to implement the changes**

	Yes	No
<b>Appointed a literacy leader?</b>		
<b>Set expectations for teachers to use structured literacy approaches in 2025?</b>		
<b>Developed a plan for implementing structured literacy approaches across Years 0 to 3?</b>		
<b>Set up reporting and monitoring systems to track the progress against your plan?</b>		

**When do you expect to have structured literacy approaches fully implemented?**

→ Already implemented

→ Term 4 2024

→ Term 1 2025

→ Term 2 2025

→ Term 3 2025

→ Term 4 2025 or later

**What has helped/is helping your school to implement structured literacy approaches?**

[open text field]

**What help does your school need to implement structured literacy approaches?**

[open text field]

**Is there anything else you would like to tell us about the implementation of structured literacy approaches?**

[open text field]

### **c) Parent survey (data collected Term 4, 2024)**

*Information about your child and their school*

*If you have more than one child in the age group Year 0-3, please pick the youngest when you answer all questions in this survey.*

**What is your child's gender?**

- Male
- Female
- Another gender
- Prefer not to say

**What is your child's ethnicity? (choose all that apply)**

- New Zealand European
- Pākehā
- Māori
- Samoan
- Cook Island Māori
- Tongan
- Niuean
- Fijian
- Tokelau
- Tuvalu
- Other Pacific
- Chinese
- Indian
- Other Asian
- Other European
- Middle Eastern
- Latin American
- African
- Don't know
- Prefer not to say

→ Other (please write here)

**Is English the main language spoken at home? If not which language? (choose from the following)**

→ English

→ Te Reo Māori

→ Samoan

→ Northern Chinese

→ Hindi

→ French

→ Yue

→ Sinitic

→ Tagalog

→ German

→ Other (please specify)

**What school does your child attend?**

[dropdown list]

**What year in school is your child?**

→ Year 0/ New entrants

→ Year 1

→ Year 2

→ Year 3

**Does your child attend school in a bilingual or immersion unit?**

→ No

→ Yes

[IF YES] **What is the language of instruction in your child's bilingual or immersion unit?**

→ Māori

→ Pacific

→ Other

**Do you think your child is on track with reading and writing for their age?**

→ No

→ Yes

**Does your child get extra help for reading and writing?**

→ No

→ Yes

[IF YES] **In school or outside of school? (choose all that apply)**



- In school
- Outside of school

*The following questions are about you and your child's experiences and learning with the reading and writing at your school. There are no right or wrong answers, and we do not expect you to know anything in particular – just report your own experiences.*

**My child's school has explained to me how I can help my child learn to read at home**

- Not at all
- Not really
- Yes – a lot of guidance
- Yes – some guidance

**Do you understand how your school teaches your child to read and write?**

- Yes
- No

Does your school teach reading and writing by:

- Helping them identify the sounds each letter makes (not just the name of the letter)
- Helping them break words into syllables
- Helping them sound out words when they are reading (not just guessing at the words)
- Teaching them how to make a simple sentence
- Working out together what words mean

**I read with my child**

- Hardly ever
- One day a week
- 3-6 days a week
- Every day

**Which of these do you use when you read with your child? (choose all that apply)**

- Helping them identify the sounds each letter makes (not just the name of the letter)
- Helping them break words into sounds
- Helping them sound out words when they are reading (not just guessing at the words)
- Teaching them how to make a simple sentence
- Working out together what words mean

**Which of these do you use when you write with your child? (choose all that apply)**

- Helping them identify the sounds each letter makes (not just the name of the letter)
- Helping them break words into sounds
- Helping them sound out words when they are writing (not just guessing at the words)

- Teaching them how to make a simple sentence
- Working out together what words mean

*In the following questions we ask you to provide us with additional feedback about how your school teaches your child to read and write.*

**How well do you think your school is teaching your child to read and write?**

- Very well
- Well
- Adequately
- Not very well

**What more help do you need to support your child in learning to read and write? What more help does your child need?**

[open text field]

**Is there anything else you would like to tell us about the way your child's school teaches children to read and write?**

[open text field]

**What is your ethnicity? (Tick all that apply)**

- New Zealand European
- Pākehā
- Māori
- Samoan
- Cook Island Māori
- Tongan
- Niuean
- Fijian
- Tokelau
- Tuvalu
- Other Pacific
- Chinese
- Indian
- Other Asian
- Other European
- Middle Eastern
- Latin American
- African

- Don't know
- Prefer not to say
- Other (please write here)

**What is your gender?**

- Male
- Female
- Another gender
- Prefer not to say

**d) Teacher survey (data collected Term 2, 2025)**

**What region is your school in?**

- Bay of Plenty, Waairiki
- Canterbury and Chatham Islands
- Hawke's Bay, Tairāwhiti
- Nelson, Marlborough, West Coast
- Otago, Southland
- Tai Tokerau / Northland
- Taranaki, Whanganui, Manawatū
- Auckland
- Waikato
- Wellington

**What school do you work in?** This information is confidential and we won't report on individual schools.  
[dropdown list]

**This survey is about your experiences of teaching in Term 1 2025. We are interested in how the implementation of the new English 0-6 and Mathematics and Statistics 0-8 curriculums is affecting your classroom and the way you teach so far.**

*We will ask about English and Maths separately. Please think about what has changed in the first term this year, and answer for one year level only (you will be asked to indicate which level you teach in one of the first questions).*

**How long have you been teaching for?**

- Less than 2 years
- 2-5 years

→ More than 5 years

**What Year level do you teach? (If you teach more than one Year level, please choose only one and answer questions for this level)**

→ 0-3

→ 4-6

→ 7-8

→ 9-13

### **English questions**

General questions about the English curriculum implementation

**Have you started teaching the new English curriculum for Years 0-6?**

→ Yes

→ Planning for it in Term 2

→ Planning for it in Term 3

→ Planning for it in Term 4

→ Planning for it next year or later

→ No - no plans

**How long have you been teaching using structured literacy approaches?**

→ Haven't started

→ Started this year

→ Started last year (2024)

→ Have been doing it for more than a year (prior to 2024)

**How much has your teaching practice changed now that you are implementing the new English curriculum?**

→ A lot

→ Some

→ Not at all

*These questions are about doing an hour a day of reading and writing in your classroom.*

**How many days per week do you do an hour per day of reading?**

→ 0 days

→ 1 day

→ 2 days

→ 3 days

→ 4 days

→ 5 days

**On a typical day, how much of the hour a day of reading is explicit instruction?**

- None
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes

**On a typical day, how much of the hour of day of reading is independent student learning?**

- None
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes

**Has the time you spend per day on reading in the classroom increased from 2023?**

- Not at all
- Not much
- A little
- A lot

**How many days per week do you do an hour per day of writing?**

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

**On a typical day, how much of the hour a day of writing is explicit instruction?**

- None
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes

**On a typical day, how much of the hour a day of writing is independent student learning?**

- None
- 1-15 minutes
- 16-30 minutes

→ 31-45 minutes

→ 46-60 minutes

**Has the time you spend per day on writing in the classroom increased from 2023?**

→ Not at all

→ Not much

→ A little

→ A lot

*This question is about the use of specific components in the English curriculum and how much the use of these has changed since last year*

**How much of these core components of the curriculum do you use in your classroom?**

	A lot	Some	None
Oral language: Communicating ideas and information			
Oral language: Interpersonal Communication			
Oral language: Vocabulary and grammar			
Oral language: Communication for learning			
Reading: Word recognition and reading enrichment			
Reading: Comprehension			
Reading: Critical analysis			
Writing: Transcription skills			
Writing: Composition			
Writing: Writing craft			
Writing: Writing processes			

*The following questions are about the use of specific teaching strategies. We want you to answer based on your teaching practices in Term 1 2025, and given this is early in the new curriculum implementation we do not expect you to have covered all of them.*

**How much do you use these teaching strategies in English?**

	A lot	Some	None
Explain and model new learning			
Foster engagement (using think-pair-share)			
Reduce or increase support in response to student needs			
Provide immediate feedback			
Consolidate students' learning (build automaticity)			
Repeat exposure to new learning			

*These questions are about engagement and achievement for your students.*

**How many students are in your class?**

[numerical entry box]

**How many of your students are above the expected level of reading and writing for their Year level? (approximately)**

[numerical entry box]

**How many of your students are at the expected level of reading and writing for their Year level? (approximately)**

[numerical entry box]

**How many of your students are below the expected level of reading and writing for their Year level? (approximately)**

[numerical entry box]

**How many of your students started the school year at the expected Year level in English?**

- All
- Most (more than half)
- Half
- Some (less than half)
- None

**Have you noticed a shift in student engagement in English from Term 1 2024 to Term 1 this year?**

- A big improvement
- Some improvement
- No change
- Some decrease
- A big decrease
- Not applicable

**Have you noticed a shift in student achievement in English from Term 1 2024 to Term 1 this year?**

- A big improvement
- Some improvement
- No change
- Some decrease
- A big decrease
- Not applicable

*This question is about the resources and supports available for supporting the implementation of the English curriculum.*

How useful have you found the following supports for your classroom practice in English?

	Did not access	Very useful	Somewhat useful	Not very useful	Not useful at all
Getting Ready - Getting Started Guide					
Get ready and prepare (PPT)					
An hour a day resources					
PLD for structured literacy approaches					
Learning content and resources – English					
Teacher only day resources					
The science of learning explained					
Phonics checks guidance and resources					
Quick guide on using structured literacy approaches with the instructional series					
Accelerating progress in literacy – teacher guidance					
Structured literacy approaches PLD for targeted and tailored teaching					
Accelerating learning in English and Maths					
January 2025 Assessment guidance					

If you found any other supports useful, please describe them here.

[open text field]

## Maths questions

*General questions about the Maths curriculum implementation*

**Have you started teaching the new maths curriculum for years 0-8?**

- Yes
- Planning for it in Term 2
- Planning for it in Term 3
- Planning for it in Term 4
- Planning for it next year or later
- No - no plans



**How much has your teaching practice changed now that you are implementing the new maths curriculum?**

- A lot
- Some
- Not at all

*These questions are about doing an hour a day of maths in your classroom.*

**How many days per week are you doing an hour per day of maths?**

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

**On a typical day, how much of the hour a day of maths is explicit instruction?**

- None
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes

**On a typical day, how much of the hour a day of maths is independent student learning?**

- None
- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes

**Has the time you spend per day on maths in the classroom increased from 2023?**

- Not at all
- Not much
- A little
- A lot

*This question is about the use of the 'Understand, Know, Do' framework in the maths curriculum.*

How much of the 'Understand, Know, Do' framework do you use in your classroom?

	A lot	Some	None
Patterns and variation			
Logic and reasoning			
Visualisation and application			
Number			
Algebra			
Measurement			
Geometry			
Statistics			
Probability			
Investigating situations			
Representing situations			
Connecting situations			
Generalising findings			
Explaining and justifying findings			

The following question is about use of specific teaching strategies. We want you to answer based on your teaching practices in Term 1 2025, and given this is early in the new curriculum implementation we do not expect you to have covered all of them.

How much do you use these teaching strategies in maths?

	A lot	Some	None
Explain and model new learning			
Foster engagement (using think-pair-share)			
Reduce or increase support in response to student needs			
Provide immediate feedback			
Consolidate students' learning (build automaticity)			
Repeat exposure to new learning			

These questions are about engagement and achievement for your students in Maths.

How many students are in your class?

[numerical entry box]

How many of your students are above the expected level of maths for their Year level? (approximately)

[numerical entry box]

How many of your students are at the expected level of maths for their Year level? (approximately)

[numerical entry box]

**How many of your students are below the expected level of maths for their Year level?**

[numerical entry box]

**How many of your students started the school year at the expected Year level in maths?**

- All
- Most (more than half)
- Half
- Some (less than half)
- None

**Have you noticed a shift in student engagement in maths from Term 1 2024 to Term 1 this year?**

- A big improvement
- Some improvement
- No change
- Some decrease
- A big decrease
- Not applicable

**Have you noticed a shift in student achievement in maths from Term 1 2024 to Term 1 this year?**

- A big improvement
- Some improvement
- No change
- Some decrease
- A big decrease
- Not applicable

*These questions are about the resources and supports available for supporting the implementation of the maths curriculum.*

**How useful have you found the following supports for your classroom practice in maths?**

	Did not access	Very useful	Somewhat useful	Not very useful	Not useful at all
<b>Getting Ready - Getting Started Guide</b>					
<b>Get ready and prepare (PPT)</b>					
<b>Teacher only day resources</b>					
<b>The science of learning explained</b>					
<b>Accelerating learning in English and Maths</b>					

An hour a day resources					
January 2025 Assessment guidance					
Te Poutāhū Curriculum Centre school updates					
Maths professional learning and development					
Ministry provided maths teacher and student resources					

If you found any other supports useful, please describe them here.

[open text field]

How many days of Ministry of Education Maths PLD have you attended?

- 1
- 2
- 3
- 4
- None

Open questions about the implementation of both the **English and maths** curriculums.

What have been the biggest changes for you in implementing the new curriculums?

[open text field]

What further support would be useful to have for implementation?

[open text field]

#### e) Leaders survey (data collected Term 2, 2025)

What region is your school in?

- Bay of Plenty, Waairiki
- Canterbury, Chatham Islands
- Hawke's Bay, Tairāwhiti
- Nelson, Martinborough, West Coast
- Otago, Southland
- Tai Tokerau
- Taranaki, Whanganui, Manawhatū
- Auckland

- Waikato
- Wellington

**What school do you work in? This information is confidential and we won't report on individual schools.**

[dropdown based on region]

**What is your role?**

- Principal
- AP/DP
- Curriculum lead
- Other (please specify)

**Which Year groups have you got in your school? Choose all that apply.**

- Y0-6
- Y7-8
- Y9-13

**How long have you been in your current role for?**

- Less than 2 years
- 2-5 years
- More than 5 years

**Was your school also taking part in any other research or trials for Maths or English in 2024?**

- Ministry Maths trial
- BSLA English Y4-6 trial
- No
- Other (please specify)

### ***English questions***

*General questions about the implementation of the English curriculum for Years 0-6.*

**Has your school started teaching the new English curriculum?**

- Yes, for all Years 0-6
- Yes for Year 0-3
- Yes for Year 4-6
- No

**Do you have a person responsible for leading the implementation of the new English curriculum?**

- Yes
- No

**Does your school have a plan in place for implementing the new English curriculum?**

- Yes, for all Years 0-6
- Yes for Year 0-3
- Yes for Year 4-6
- No

**What are the three most important things you have had to consider while planning the implementation of the English curriculum in your school?**

[open text field]

**Do you know what to do to implement the new English curriculum?**

- Yes
- No

**Have you taken steps to adapt the English curriculum Year 0-6 as needed to your school context?**

- Yes for all Years 0-6
- Yes for teachers in Year 0-3
- Yes for teachers in Year 4-6
- No

**Have you set expectations for teachers to use the new English curriculum?**

- Yes for all Years 0-6
- Yes for teachers in Year 0-3
- Yes for teachers in Year 4-6
- No

**Have you set expectations for teachers to use standardised assessments for reading and writing?**

- Yes for all Years 0-6
- Yes for teachers in Year 0-3
- Yes for teachers in Year 4-6
- No

**How many of your Year 0-6 staff involved in English have had PLD focusing on the changes to the English curriculum?**

	All	Most	Half	Some	None
<b>Year 0 teachers</b>					
<b>Year 1 teachers</b>					
<b>Year 2 teachers</b>					
<b>Year 3 teachers</b>					

<b>Year 4 teachers</b>					
<b>Year 5 teachers</b>					
<b>Year 6 teachers</b>					
<b>Teacher Aides</b>					
<b>Leaders</b>					

**For which years do you use e-asTTle for reading and writing? (select all that apply)**

- Do not use
- Y0
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6

**For which years do you use PATs for reading and writing? (select all that apply)**

- Do not use
- Y0
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6

**For which years do you use Phonics checks? (select all that apply)**

- Do not use
- Y0
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6

**Have you set up any new internal systems for tracking student progress and achievement for the new English curriculum?**

→ No

→ Yes

**How often does your school report to parents and whānau on their child's progress in English for Years 0 - 6?**

→ Weekly

→ Termly

→ At the end of the unit

→ Twice a year

→ Not at all

*These questions are about the resources and supports available for supporting the implementation of the English curriculum.*

**How useful have you found the following for supporting the implementation of the English curriculum?**

	Did not access	Very useful	Somewhat useful	Not very useful	Not useful at all
Timelines and key dates for implementation					
Regulatory expectations for updated curriculum					
Getting Ready, Getting Started Guide					
English Y0-8 Leadership Guidance					
PLD for structured literacy approaches					
Funding contribution for resources to support structured literacy approaches					
Teacher only day resources					
Get ready and prepare (PPT)					
Phonics checks guidance and resources					
Accelerating progress leadership guidance					
Structured literacy approaches PLD for targeted and tailored teaching to support the Year 0-2 staffing entitlement					



Accelerating learning in English and Maths					
An hour a day resources					
Structured literacy approaches staffing resource years 0-2					
January 2025 Assessment guidance					
He Pitopito Kōrero School leaders bulletin					
Te Poutāhū Curriculum Centre school update					
Maths professional learning and development					
Ministry provided maths teacher and student resources					
Maths Y0-8 Leadership Guidance					

If you found any other supports useful, please describe here

[open text field]

How easy was it to access the following?

	Did not attempt to access	Very easy	Somewhat easy	Not very easy	Not easy at all
Timelines and key dates for implementation					
Regulatory expectations for updated curriculum					
Getting Ready, Getting Started Guide					
English Y0-8 Leadership Guidance					
PLD for structured literacy approaches					
Funding contribution for resources to support structured literacy approaches					
Teacher only day resources					
Get ready and prepare (PPT)					
Phonics checks guidance and resources					

Accelerating progress leadership guidance					
Structured literacy approaches PLD for targeted and tailored teaching to support the Year 0-2 staffing entitlement					
Accelerating learning in English and Maths					
An hour a day resources					
Structured literacy approaches staffing resource years 0-2					
January 2025 Assessment guidance					
He Pitopito Kōrero School leaders bulletin					
Te Poutāhū Curriculum Centre school update					
Maths professional learning and development					
Ministry provided maths teacher and student resources					
Maths Y0-8 Leadership Guidance					

### ***Maths questions***

*General questions about the implementation of the maths curriculum for Year 0-8.*

**Has your school started teaching the new maths curriculum for Y0-6?**

- Yes, for all Years 0-6
- Yes for Year 0-3
- Yes for Year 4-6
- No

**Has your school started teaching the new maths curriculum for Y7-8?**

- Yes
- No

**Do you have a person responsible for leading the implementation of the new maths curriculum?**

- Yes
- No

Does your school have a plan in place for implementing the new maths curriculum for these year groups?  
(tick all that apply)

	Yes	No	Not applicable
Year 0-3			
Year 4-6			
Year 7-8			

What are the three most important things you have had to consider while planning the implementation of the maths curriculum in your school?

[open text field]

Do you know what to do to implement the new maths curriculum?

→ Yes

→ No

Have you taken steps to adapt the maths curriculum as needed to your school context?

	Yes	Some	No	Not applicable
For teachers in Year 0-3				
For teachers in Year 4-6				
For teachers in Year 7-8				

Have you set expectations for teachers to use the new maths curriculum for Years 0-8? (choose all that apply)

	Yes	Some	No	Not applicable
For teachers in Year 0-3				
For teachers in Year 4-6				
For teachers in Year 7-8				

Have you set expectations for teachers to use standardised assessments for maths?

	Yes	Some	No	Not applicable
For teachers in Year 0-3				
For teachers in Year 4-6				
For teachers in Year 7-8				

How many of your staff teaching maths in year 0-8 have had PLD focusing on the changes to the maths curriculum?

	All	Most	Half	Some	None
Year 0 teachers					
Year 1 teachers					
Year 2 teachers					

<b>Year 3 teachers</b>					
<b>Year 4 teachers</b>					
<b>Year 5 teachers</b>					
<b>Year 6 teachers</b>					
<b>Year 7 teachers</b>					
<b>Year 8 teachers</b>					
<b>Teacher Aides</b>					
<b>Leaders</b>					

*These questions are about assessment and achievement in Maths for the students in your school.*

**For which years do you use e-asTTle for maths? (select all that apply)**

- Do not use
- Y0
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6
- Y7
- Y8

**For which years do you use PAT's for Maths (select all that apply)**

- Do not use
- Y0
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6
- Y7
- Y8

**Have you set up any new internal systems for tracking student progress and achievement for the new maths curriculum?**

→ No

→ Yes

**How often does your school report to parents and whānau on their child's progress in maths?**

→ Weekly

→ Termly

→ At the end of the unit

→ Not at all

*These questions are about the resources and supports available for supporting the implementation of the Maths curriculum.*

**How useful have you found the following for supporting the implementation of the maths curriculum?**

	Did not access	Very useful	Somewhat useful	Not very useful	Not useful at all
Timelines and key dates for implementation					
Regulatory expectations for updated curriculum					
Getting Ready, Getting Started Guide					
Teacher only day resources					
Get ready and prepare (PPT)					
Accelerating progress leadership guidance					
Accelerating learning in English and Maths					
An hour a day resources					
January 2025 Assessment guidance					
He Pitopito Kōrero School leaders bulletin					
Te Poutāhū Curriculum Centre school update					
Ministry provided maths teacher and student resources					
Maths Y0-8 Leadership Guidance					

If you have found any other supports useful, please specify here.

[open text field]

How easy did you find it to access the following?

	Did not attempt to access	Very easy	Somewhat easy	Not very easy	Not easy at all
Timelines and key dates for implementation					
Regulatory expectations for updated curriculum					
Getting Ready, Getting Started Guide					
Teacher only day resources					
Get ready and prepare (PPT)					
Accelerating progress leadership guidance					
Accelerating learning in English and Maths					
An hour a day resources					
January 2025 Assessment guidance					
He Pitopito Kōrero School leaders bulletin					
Te Poutāhū Curriculum Centre school update					
Ministry provided maths teacher and student resources					
Maths Y0-8 Leadership Guidance					

Have you attended any of the Ministry of Education PLD days for Maths?

- 1 day
- 2 days
- 3 days
- 4 days
- No

*The following are open questions about what has helped or been barriers to implementation of both the English and Maths curriculum.*

**What are/have been the key enablers for the implementation of the new curriculums?**

[open text field]

**What are/have been the biggest challenges for implementation of the new curriculums?**

[open text field]

**What would help your school in the implementation of the new curriculums?**

[open text field]

**Does your school have Rumaki or Bilingual Te Reo Māori unit?**

→ Yes

→ No

*The next set of questions are only for schools with bilingual Te Reo Māori units or rumaki*

**Does your school have (Please choose all that apply)**

→ Bilingual Te Reo Māori unit

→ Rumaki

**Which year groups?**

→ Y0-3

→ Y4-6

→ Y7-8

**Which year groups?**

→ Y0-3

→ Y4-6

→ Y7-8

**Does the unit use (Please choose all that apply)**

→ New Zealand Curriculum

→ Te Marautanga o Aotearoa

→ Other (please specify)

**Is there anything you would like to tell us about how the curriculum implementation is going for your rumaki or bilingual Te Reo Māori units?**

[open text field]

**f) Parent survey (data collected Term 2, 2025)****Do you have any children currently in school?**

→ Yes

→ No

**Are any of your children in Year 0 – 8?**

→ Yes

→ No

**What is your ethnicity?**

→ New Zealand European /Pakeha

→ Māori

→ Samoan

→ Cook Island Māori

→ Tongan

→ Niuean

→ Fijian

→ Tokelauan

→ Tuvaluan

→ Other Pacific

→ Chinese

→ Indian

→ Other Asian

→ Other European

→ Middle Eastern

→ Latin American

→ African

→ Don't know

→ Prefer not to say

→ Other (please write here)

**What is your gender?**

→ Male

→ Female

→ Other gender

→ Prefer not to say

**What is your highest educational qualification?**

→ Left high school with no qualification



- NCEA Level 1 \ School Certificate
- NCEA Level 2 \ Sixth Form Certificate
- NCEA Level 3 \ Bursary
- Diploma
- Bachelors degree
- Post-graduate degree (Masters \ Doctorate)

**Do you have a child in Year 0-6?**

- Yes
- No

**What year is your child in school? (if you have multiple children in Year 0-6, please choose one when you respond to these questions)**

- 0
- 1
- 2
- 3
- 4
- 5
- 6

**What school does your child go to? [dropdown]**

**Is English the main language spoken at home?**

- Yes
- No

**Has your child's school informed you about the changes to the English and Maths curriculums?**

- Yes about both
- About English only
- About Maths only
- No I haven't been informed about any changes

**Has the school described to you the approach to teaching reading and writing they are using this year?**

- Yes
- No

**Has the school described to you the approach to teaching Maths they are using this year?**

- Yes
- No

**Has the added focus on reading (an hour a day) had a positive impact on your child's learning progress?**

- Not at all
- A little bit
- A lot

→ Don't know

**Has the added focus on writing (an hour a day) had a positive impact on your child's learning progress?**

→ Not at all

→ A little bit

→ A lot

→ Don't know

**Has the added focus on Maths (an hour a day) had a positive impact on your child's learning progress?**

→ Not at all

→ A little bit

→ A lot

→ Don't know

**How often does your school report on your child's progress in reading and writing?**

→ Weekly

→ Once a term

→ Twice yearly

→ Not at all

→ Don't know

**How often does your school report on your child's progress in Maths?**

→ Weekly

→ Once a term

→ Twice a year

→ Not at all

→ Don't know

**Do you know what your child should be able to Understand, Know and Do for reading and writing at their Year level?**

→ Know a lot

→ Know a little

→ Don't know

**Do you know what your child should be able to Understand, Know and Do for Maths at their Year level?**

→ Know a lot

→ Know a little

→ Don't know

**Do you know what to do to help your child with reading and writing at home?**

→ Know a lot

→ Know a little

→ Don't know

**Do you know what to do to help your child with Maths at home?**

- Know a lot
- Know a little
- Don't know

**Do you help your child with reading and writing at home?**

- No I don't
- Yes 1 day a week
- Yes 2 days a week
- Yes 3 days a week
- Yes 4 days a week
- Yes 5+ days a week

**Do you help your child with Maths at home?**

- No I don't
- Yes 1 day a week
- Yes 2 days a week
- Yes 3 days a week
- Yes 4 days a week
- Yes 5+ days a week

**Do you have a child in Year 7-8?**

- Yes
- No

**What year is your child in school? (if you have multiple children in Year 7-8, please choose one when you respond to these questions)**

- 7
- 8

**What school does your child go to? [dropdown list]**

**Has your child's school informed you about the changes to the Maths curriculum?**

- Yes
- No

**Has the school described to you the approach to teaching Maths they are using this year?**

- Yes
- No

**Has the added focus on Maths (an hour a day) had a positive impact on your child's learning progress?**

- Not at all
- A little bit
- A lot

→ Don't know

**How often does your school report on your child's progress in Maths?**

→ Weekly

→ Twice a year

→ Yearly

→ Not at all

→ Don't know

**Do you know what your child should be able to Understand, Know and Do in Maths at their Year level?**

→ Not at all

→ A little bit

→ A lot

→ Don't know

**Do you know what to do to help your child with Maths at home?**

→ Not at all

→ A little bit

→ A lot

→ Don't know

**Do you help your child with Maths at home?**

→ No I don't

→ Yes 1 day a week

→ Yes 2 days a week

→ Yes 3 days a week

→ Yes 4 days a week

→ Yes 5 + days a week

**Have you received any information about the changes to the New Zealand Curriculum?**

→ Yes

→ No

→ Not sure

**How well do you think the school is teaching your child reading and writing?**

→ Very well

→ Well

→ Adequately

→ Not very well

**Is there anything else you want to tell us about how the school is teaching your child reading and writing?**

[open text field]

**How well do you think the school is teaching your child Maths?**

- Very well
- Well
- Adequately
- Not very well

**Is there anything else you want to tell us about how the school is teaching your child Maths?**

[open text field]

**g) Student Survey (data collected Term 2, 2025)**

**What region is your school in?**

- Bay of Plenty, Waairiki
- Canterbury, Chatham Islands
- Hawke's Bay, Tairāwhiti
- Nelson, Martinborough, West Coast
- Otago, Southland
- Tai Tokerau / Northland
- Taranaki, Whanganui, Manawhatū
- Auckland
- Waikato
- Wellington

**What school do you go to? This information is confidential and we won't report on individual schools.**

[dropdown based on region]

**What year are you in school?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9-13

**What is your gender?**

- Male
- Female
- Other gender
- Prefer not to say

**Which ethnic group(s) do you belong to? (You can choose more than one)**

- New Zealand European/Pākehā
- Māori
- Samoan
- Cook Island Māori
- Tongan
- Niuean
- Fijian
- Tokelauan
- Other pacific peoples
- Chinese
- Indian
- Other Asian
- Other European
- Middle Eastern
- Latin American
- African
- Southeast Asian
- Don't know
- Prefer not to say
- Another ethnic group (please tell us)

**Do you speak English at home?**

- Yes
- No
- Prefer not to say

**English questions**

*The following questions are about your experiences with learning English in Term 1, this year.*

**At school, do you do at least one hour of reading and one hour of writing every day?**

- Yes always

- Yes most days
- About half of the week
- Less than half of the week
- Never

**Are you making progress in English (getting better at reading and writing?)**

- Yes
- No
- Don't know

**How do you know about your progress in reading?**

- Teacher feedback (my teacher tells me about what I am doing well and what I need to do next)
- Whole class tests (we do tests in class and get told our marks or results)
- Individual tests (I do tests and then talk about it with my teacher)
- I don't know
- Other (please describe)

**How do you know about your progress in writing?**

- Teacher feedback (my teacher tells me about what I am doing well and what I need to do next)
- Whole class tests (we do tests in class and get told our marks or results)
- Individual tests (I do tests and then talk about it with my teacher)
- I don't know
- Other (please describe)

**Do you find your learning in English (reading and writing) interesting?**

- Very
- A little
- Not at all

**Maths questions**

*The following questions are about your experiences with learning Maths in term 1, this year.*

**At school, do you do at least one hour of Maths every day?**

- Yes always
- Yes most days
- About half the week
- Less than half the week
- Never

**Are you making progress in Maths (getting better at Maths?)**

- Yes
- No
- Don't know

**How do you know about your progress in Maths?**

- Teacher feedback (my teacher tells me about what I am doing well and what I need to do next)
- Whole class tests (we do tests in class and get told our marks or results)
- Individual tests (I do tests and then talk about it with my teacher)
- I don't know
- Other (please describe)

**Do you find your learning in Maths interesting?**

- Very
- A little
- Not at all

---

<sup>1</sup> Goldsmith, L. J. (2021). Using Framework Analysis in Applied Qualitative Research. The Qualitative Report, 26(6), 2061-2076. <https://doi.org/10.46743/2160-3715/2021.5011>



