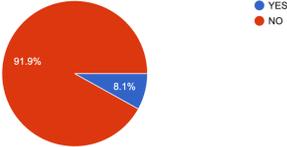
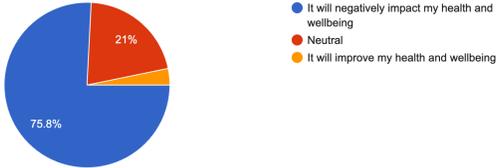


"The Government has broken the trust of the sector, and the public has been misinformed," she said. "Our teachers and principals are experts in understanding the unique needs of their students and as self-managing schools, follow the strategic plans set each year in partnership with their communities. They are best placed to make decisions about how to deliver all curriculum subjects, including literacy and maths," said Otene.

**Feedback from WAPA - YOUR VOICE
 Presidents Regional Hui
 9 August 2024**

<p>Do you think the request to implement both Structured Literacy and Structured Maths within 5 months is a reasonable request? 62 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>8.1%</td> </tr> <tr> <td>NO</td> <td>91.9%</td> </tr> </tbody> </table>	Response	Percentage	YES	8.1%	NO	91.9%	<p>How will implementing 2 new curriculums in 5 months impact YOUR wellbeing? 62 responses</p>  <table border="1"> <thead> <tr> <th>Impact</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>It will negatively impact my health and wellbeing</td> <td>75.8%</td> </tr> <tr> <td>Neutral</td> <td>21%</td> </tr> <tr> <td>It will improve my health and wellbeing</td> <td>3.2%</td> </tr> </tbody> </table>	Impact	Percentage	It will negatively impact my health and wellbeing	75.8%	Neutral	21%	It will improve my health and wellbeing	3.2%
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<p><u>The timeline for implementing two new curriculums was widely regarded as unrealistic by over 90% of Waitākere Area Principals.</u></p>	<p><u>75% of Waitākere Area Principals, when surveyed, reported that implementing 2 new curriculums will negatively impact their health and wellbeing.</u></p>														

Principal Feedback on the Accelerated Implementation of the New Maths Curriculum

1. Lack of Consultation and Transparency

- Principals expressed significant concerns about the lack of consultation in the decision-making process for the new maths curriculum. Many felt that the government had not adequately engaged with educators before proceeding with the changes.
- There is a strong sentiment that the process appears rushed, and there is suspicion that commercial interests might be driving the timeline, potentially at the expense of educational quality.
- Principals also criticised the government's use of data, particularly referencing that decisions are being based on incomplete or misleading information, such as the 22% figure derived from a small sample of 842 students on a draft curriculum not yet taught.

2. Concerns About Timing and Implementation

- **The timeline for implementing the new curriculum was widely regarded as unrealistic by over 90% of Principals.** Many principals also highlighted that the accelerated pace is causing undue stress among staff and creating logistical challenges, particularly regarding professional development (PD) and classroom support.
- The overlap with other commitments, such as the increase in Classroom Release Time (CRT), will likely exacerbate these challenges. Schools are already struggling to find enough teachers and relievers, and adding new PLD on top of existing commitments (Structured Literacy, for one) is seen as not viable.
- There is a general consensus that rushing these changes will likely lead to poor outcomes, with concerns that the lack of preparation time will result in ineffective implementation.

3. One-Size-Fits-All Approach

- Principals strongly opposed the one-size-fits-all approach with 'structured maths.'
- They emphasised that this approach does not consider the diverse needs of students across different schools.
- Many highlighted that their schools already have successful literacy and numeracy programs, questioning the necessity and appropriateness of a uniform pedagogy and programs across all schools.
- The concern was also raised that a rushed, standardised approach could undermine existing successful practices and fail to meet the unique needs of their students.

4. Support Structure and Professional Development

- The effectiveness of the support structure for implementing the new curriculum was questioned. Principals noted that schools should have received the new draft curriculum (not yet released) before politicians made any announcements.
- The already easily calculated projected lack of adequate support and resources is seen as a major issue, with many expressing the need for time to unpack, reflect, and establish the necessary PLD and resources to implement any new curriculum successfully.

5. Stress and Workload

- The rapid pace of change is contributing to high levels of stress among all sector stakeholders. **75% of Principals when surveyed reported that implementing 2 new curriculums will negatively impact their health and wellbeing.** Many reported that information overload is real, and without sufficient time and support, teachers and school leaders will burn out trying to implement two new curricula within such a short time frame.
- There is a call for the government to slow down the implementation process, allowing schools to manage the changes more effectively and avoid unintended negative outcomes.

6. Positive Outlook on Curriculum Changes with Adequate Time

- Despite the criticism, some principals acknowledged the potential benefits of the new curriculum. However, they emphasized that these benefits could only be realised if the changes are implemented at a manageable pace, with adequate time for schools to prepare and adjust, including autonomy with pedagogical practice and programme delivery as well as no barriers to accessing resources.

Conclusion

Waitākere Area Principals are largely supportive of curriculum changes in principle ***but*** are united in their concern about the **speed and manner of implementation**. The overwhelming message is to **SLOW DOWN!** Better-detailed support is needed to ensure the success of the new maths curriculum, or any new curriculum for that matter.

https://principalpossum.blogspot.com/2024/08/the-crisis-in-schooling-is-not-in.html?sref=fb&fbclid=IwY2xjawEjit5leHRuA2FlbQlxMQABHWTuGgrbhJSSgF5JhD8v_12ZFNtpU81dFRPqrDGKdTPkntEN8sz7CcAwSg_aem_Ozmv6Pbc24SYwo4i-ZVyiw

<https://www.rnz.co.nz/news/political/524635/the-numbers-don-t-add-up-why-the-government-needs-to-slow-down-on-sweeping-changes-to-nz-s-maths-curriculum>

<https://www.scoop.co.nz/stories/ED2408/S00022/our-children-deserve-better-principals-sound-alarm.htm>