

**"Rushing significant curriculum changes without an authentic, thorough consultation period risks undermining our students' educational needs."**

**The Waitakere Area Principals' Association urgently calls for a slowdown to "ensure we get it right for our tamariki and the communities we serve."**

Over 90% of Waitākere Principals recently surveyed regard the timeline for implementing two new curricula by the beginning of 2025 as unreasonable and unrealistic. They also highlight that the accelerated pace is detrimental to producing a curriculum that is inclusive, culturally responsive, equitable, authentic, and fit for purpose.

The rushed consultation period fails to prioritise tamariki, neglecting their central role in the true purpose of a curriculum refresh. Over 50 Waitākere principals met with their local Ministry of Education last week, where many raised concerns about the draft curriculum's failure to address the diverse needs of students across their schools. While some highlighted some positive aspects of the draft curriculum, there was still a long way to go. Principals were also worried about how significant changes would be adequately resourced. The sector is already critically underfunded and facing a learning support crisis. Many ask, "Are we to also anticipate further under-resourcing in this area"?

Principals also criticised the government's use of data, particularly referencing decisions to rush consultation and implementation of the Maths curriculum based on incomplete or misleading information, such as the 22% figure derived from a small sample of 842 students on a draft Maths curriculum not yet taught.

The accelerated pace of change places significant stress on the sector, with over 75% of Waitākere Principals reporting negative health impacts from implementing two new curricula by Term 1 next year. With less than 12 weeks of the school year left, incomplete drafts still unfit for purpose, and no definitive assurance of equitable resourcing, the call is clear—slow down.

*Waitākere Principal's Association President says, "We want nothing less than the absolute best for our students. Their futures depend on our decisions today, and we cannot afford to rush or compromise on what truly matters. Every child deserves a learning experience that's not just functional but transformative—where they feel seen, supported, and empowered. Implementing*

*change must be done with care, purpose, and unwavering commitment to give our students every possible chance to thrive. Anything less falls short of what they deserve”*

Our tamariki deserve the advocacy of their Principals and communities, who call for genuine and sufficient consultation time, adequate ongoing resource support, and a thorough New Zealand curriculum design with children at the centre.