



# The Wilkie Way

## Newsletter October 2023

[www.wilkieway.co.nz](http://www.wilkieway.co.nz)

### Compulsory Teaching Requirements for Maths

Announced on 21 August by Jan Tinetti

“The Government is taking action to make sure every child leaves school with a bright future and equipped with a foundational knowledge in maths, reading and writing by making their teaching requirements compulsory and consistent.”

“We have been working on a model that will see maths, reading and writing taught in the same way right across the country”

That is never going to happen unless teachers are replaced by robots.

“The compulsory core teaching requirements will outline what teachers have to cover off at every year level across a child’s time at school.”

At best this will enable all students to be successful learners of mathematics.

At its worst we will have students who loose their way and give up with no opportunity of catching up.

It is the content of the curriculum that will be unified - how well it is delivered will still be reliant on teacher knowledge to recognise student understanding or misconceptions. How to help them make sense of their learning. How to connect new learning. How to use manipulatives to develop conceptual understanding to be able to use mathematics as a tool to solve problems at school, at home, at work and in the community.



The core teaching requirements will be released in term 4 2023 and used from term 1 2024. This doesn't give a lot of time to become familiar with them.

The updated curriculum which was to be used in schools from 2027 has now been brought forward and schools are to be using the refreshed mathematics and statistics learning area by the beginning of 2025. and it will be compulsory in all schools by 2026.

It looks like 2024 is going to be a very busy year for schools to get to grips with the core teaching requirements for reading, writing and mathematics. We have been promised resources - unlikely to be new resources but are likely to be resources currently available from NZMaths and ARB's. (Why was a substantial amount of money spent on the “Just in Time “ PLD earlier this year making teachers aware of resources currently available on NZMaths and ARB's)

While much of the terminology may change the maths hasn't changed, just reorganised. I will be reorganising the resources on my website once I know how the content of the curriculum is mandated and I would expect NZMaths to be doing likewise. (I have heard on the grapevine that NZMaths will no longer exist I suspect resources will be absorbed into the "new resources" we have been promised.) It is an enormous undertaking and will obviously take time but Wilkie Way website resources will be in place for the beginning of 2025.

At present there is little guidance on Assessment tools but we have been promised information by Term 1 2024.

The Wilkie Way curriculum level assessment screens will still be available for Term 1 2024 and will be altered to reflect year group or phases for 2025 onwards. How they will look and how they will be available to schools, it is not yet possible to finalise.

I have heard conflicting information on the PACT tool from one school being told it will be compulsory to another that the whole set up is being sunsetted - which I take to mean discontinued. Direct questions to MOE are met with silence.

Register expressions of interest if you would like me to facilitate professional learning for you in either 2024 or 2025 (or both) email [charlotte@ncwilkinsons.com](mailto:charlotte@ncwilkinsons.com)

Pre orders for assessment screens for the beginning of 2024 can be ordered from now. (Even year versions). I will also provide a guide to how the knowledge assessed fits with the phases of learning in the refreshed curriculum so you will be able to easily see any significant gaps in your mathematics programmes. (an order form is sent with this newsletter and also available on the News & Information Blog at [wilkieway.co.nz](http://wilkieway.co.nz))

Fill in the required number of each pack size for each level and the form will automatically work out your 15% discount.



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**NZ Curriculum  
Mathematical Number  
Knowledge & Skills  
Screening Assessment  
Level 1  
Even Year**



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**NZ Curriculum  
Mathematical Number  
Knowledge & Skills  
Screening Assessment  
Level 2  
Even Year**



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**NZ Curriculum  
Mathematical Number  
Knowledge & Skills  
Screening Assessment  
Level 3  
Even Year**



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**NZ Curriculum  
Mathematical Number  
Knowledge & Skills  
Screening Assessment  
Level 4  
Even Year**

## October Featured Resource

### Building Teacher Curriculum Knowledge

Pocket guides for Measurement, Geometry (Space) and Statistics to provide teachers with the knowledge of how these areas of mathematics progress from level 1 - 3 (Phases 1 and 2 of the refreshed curriculum)



**Beginning Measure**

Early progressions to understanding measurement

- Attribute recognition
- Direct Comparison
- Indirect Comparison
- Non-Standard Units - understanding the conceptual importance of this step
- Connections to other developing concepts in mathematics

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**Learning to Measure**

Developing the concept of measurement

- Counting units
- Understanding units
- Partitioning units
- Joining and separating units
- Learning about standard units of measure

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**Using Standard Units of Measure**

- Standard units of measure
- Relationships between units within an attribute
- Relationships between attributes
- Benchmarking
- Brief History behind the Metric System

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Find these resources under Curriculum Knowledge in the directory and in the third folder (curriculum support) of the year group planning folders.

## Something to think about

My observations in classrooms would support what this article is saying.

Read more at [www.sensiblescreenuse.org](http://www.sensiblescreenuse.org) - Summerising research on the use of digital technologies in schools and the impacts on educational achievement.

### Educational technology: It's time for a change

The United Nations Special Rapporteur has called for full discussion to take place on the age-appropriateness for the introduction of digital technologies in schools, as well as on necessary prerequisites in terms of children's capacities and skills before fully developing their digital competencies. Discussions need to consider 'other impacts of digitization of education' on health, isolation, student privacy and data protection.



The UNESCO Global Education Monitoring 2023 report has summarised research concluding that **while the use of digital technologies in the classroom for some tasks, some of the time, can support learning; frequent use of digital technologies in education is consistently associated with reduced learning outcomes in large-scale research. This is particularly so for primary school-aged children, who seem to have less to gain than older students.**

They further note that most research supporting the effective use of digital technologies in education comes from those who stand to gain.

OECD data and further studies show that young people in NZ have amongst the highest rates of screen use in the world, both in home and school.

In the majority of the world, including wealthy countries, children and adolescents use digital technologies to learn in class on average once or twice per week.

Four other countries also have higher screen use in education, including Denmark, Sweden, Australia and the US - all are taking steps to pull back and/or to regulate the use of digital technologies in class.

So why is NZ not taking these steps, and what is driving the push behind Ed Tech in Aotearoa?

- Ed tech is seen as a solution for equality of educational access, and a pathway to reduce socioeconomic and cultural barriers in NZ
- The concept of Ed Tech as a solution, and the majority of research showing educational benefits is driven by those with a commercial interest
- Key commercial actors within the Ed tech industry act as both salespeople and advisors at the same time, for the education sector
- Ed Tech profits exceeded one hundred billion dollars in 2021 in the US alone with annual growth projected at 16.5% per annum, representing extraordinary interest to grow and promote online learning by Ed Tech providers, product developers and organisations involved in developing/implementing '21st-century' models of education

EdTech NZ, who are dedicated to growing the educational technology market, note in this month's blog how success in growth 'depends on a nuanced strategy, focusing on both district-level decisions and grassroots teacher engagement, including the power of word-of-mouth' in marketing. This illustrates some of the points in UNESCO's inquiry into what is driving the push for educational technology, when much use goes against current evidence.



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## Problems with Fishing

Sam caught 17 fish but 8 were too small so he put them back.  
How many fish did he take home?



Dad and Ratu went fishing.  
Dad caught a fish weighing 1682g  
Ratu caught a fish weighing 1750g

Who caught the heaviest fish?  
How much heavier was it?

In a fishing tournament, the team with the highest total weight wins the tournament.

Team one caught fish weighing 1.75kg, 0.935kg, 2.66kg and 1.05kg  
Team two caught fish weighing 0.98kg, 3.03kg, 2.1kg  
Team three caught fish weighing 2.15kg, 1.6kg, 1.55kg, 0.695kg

Which team won the tournament and by how many kilograms?



Snapper costs \$46.00 per kg and gurnard costs \$38.00 per kg.

If the fish shop special showed snapper as 15% off and gurnard at 10% off

How much would you pay if you bought 400g of each sort of fish?

