

From: [National Curriculum Refresh](#)  
To: [National Curriculum Refresh](#)  
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Subject: Phase | Tūārerere 5 (Years | Tau 11-13) curriculum development and EOI  
Date: Friday, 28 November 2025 12:01:30 pm  
Attachments: [image002.png](#)

Kia ora koutou,

I would like to introduce myself as I have just been seconded to the Ministry of Education from my principalship at Avonside Girls' High School to be the Programme Lead for the Phase | Tūārerere 5 (Years 11-13) curriculum. My research work has been in curriculum design. I am looking forward to working with you in the development and review of the Years | Tau 11-13 subjects and the sequencing of a knowledge rich curriculum.

**The process for Phase | Tūārerere 5 curriculum development – expression of interest for subject advisors**

Following the release of the list of Phase | Tūārerere 5 (Years | Tau 11-13) senior secondary subjects in [September](#), we now begin the process of seeking subject advisors to collaborate on the design and writing of the Phase | Tūārerere 5 (Years | Tau 11-13) subjects for the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA).

The process of designing a subject-by-year structure for Years | Tau 11-13 will include detailed knowledge, practices and capabilities that will provide a pathway for students through secondary schooling and beyond.

Applicants should have demonstrated expertise in the relevant subject(s) and curriculum design, an understanding of knowledge rich curriculum and insight into pathways and transitions.

The EOI is open until 12 December 2025. More information about the subject advisor roles, time commitment and remuneration process will be included in the EOI information. <https://education.surveymonkey.com/r/Phase5EOI>

**The Phase | Tūārerere 5 Curriculum Development : Overview** (20 November 2025) is

available here: [National curriculum changes](#)

The design and scope of Phase | Tūāreke 5 of the curriculum will be collaborative with targeted engagement with the sector. It is likely that the nature and scope of some subjects will evolve through development.

We are aiming to release the draft subject curriculum in Term 1, 2026 for wider feedback. The curriculum will be written ahead of any qualification change in order that the curriculum informs assessment. The design will continue to embed a knowledge rich approach by structuring the content to be taught and incorporating practices that help students make meaning of that knowledge.

You can read more on Tāhūrangi here

[https://tahurangi.education.govt.nz/phase5\\_update](https://tahurangi.education.govt.nz/phase5_update)

Ngā mihi nui,

Dr Catherine Law

Programme Lead, Curriculum

Curriculum and Assessment Change Programme, Te Poutāhū | Curriculum Centre

**The New Zealand Curriculum Refresh Team**

Te Poutāhū (Curriculum Centre)

National Office 1 The Terrace

[education.govt.nz](https://education.govt.nz)

*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga*

*We shape an education system that delivers equitable and excellent outcomes*



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**Expression of Interest**

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

**1. Introduction**

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This form allows you to submit an Expression of Interest (EOI) to be a subject advisor to collaborate on the design and writing of the Phase 5 (Year 11-13) subjects for The New Zealand Curriculum (NZC) and Tūārerere 5 (Tau 11-13) for Te Marautanga o Aotearoa (TMOA).

Subject descriptors for Phase 5 (Years 11-13) of the New Zealand Curriculum (NZC) and Tūārerere (Tau 11-13) Te Marautanga o Aotearoa (TMOA) are now available:

[Years 11-13 New Zealand Curriculum Subject Descriptors](#)

[Tau 11-13 Te Marautanga o Aotearoa Subject Descriptors](#)

(Links open in a new window.)

This follows the release of the list of Phase | Tūārerere 5 (Years | Tau 11-13) senior secondary subjects in September. See <https://tahurangi.education.govt.nz/senior-secondary-subjects>

To ensure that Year 11-13 subjects are well sequenced for the success of all students, we need subject advisors from the sector.

Expressions of Interest are open until **12 December 2025**.

The process of designing a subject-by-year structure for Years | Tau 11-13 will include detailed knowledge, practices and capabilities that will provide a pathway for students through secondary schooling and beyond.

The design and scope of Phase | Tūārerere 5 of the curriculum will be collaborative with targeted engagement with the sector. It is likely that the nature and scope of some subjects will evolve through development.

Our focus is on the sequential and coherent progression of the 0-10 knowledge rich curriculum into Year 11-13 subjects.

The curriculum will be written ahead of any qualification change in order that the curriculum informs assessment. The design will continue to embed a knowledge rich approach through the structure of the knowledge that is to be taught and the practices that enable students to make meaning of the knowledge.

We are aiming to release the draft subject curriculum in Term 1, 2026 for wider feedback.

For subject advisors currently in teaching roles, there will be two streams of remuneration:

- Work done during annual leave or contractual holidays (e.g. April) will be remunerated directly to the subject advisor through an invoice process as secondary income.
- We will provide more information on term time remuneration during the contracting phase.

Applicants should have demonstrated expertise in the relevant subject(s) and curriculum design, an understanding of the knowledge rich curriculum and insight into pathways and transitions.

They should be credible educators with a combination of the following:

**Essential Expertise:**

- Deep subject knowledge informed by national and international research
- Understanding of, and ability to write, a knowledge-rich curriculum
- Knowledge of assessment practices and their link to learning outcomes
- Insight into transitions, pathways, and the broader schooling system
- Understanding of the needs of diverse learners, including Māori, Pacific, and disabled learners

**Additional Capabilities:**

- Ability to collaborate effectively online and in person
- Experience in developing high-quality subject-specific content
- Capacity to meet deadlines and programme timelines
- Willingness to share relevant papers and resources
- Ability to respond constructively to feedback
- Available for 3 to 4 short blocks of time between December 2025 and March 2026

There will be questions later in this form that ask you to enter supporting information against

## Privacy Statement

We collect personal information from you, including your **name, contact details, organisation name** and **role, curriculum vitae, and biographical information**. This information is gathered for the sole purpose of assessing your **Expression of Interest (EOI)** for the role of **Subject Advisor** to collaborate on the design and writing of Phase | Tūārere 5 (Years | Tau 11-13) of the **New Zealand Curriculum (NZC)** and **Te Marautanga o Aotearoa (TMOA)**.

### Why we collect your information

Your personal information enables us to evaluate your suitability for the role. Providing some details is optional; however, mandatory fields are marked with an asterisk (\*).

Please avoid including unnecessary personal details in your CV, biographical information, or responses to questions about Essential Expertise and Additional Capability. If insufficient information is provided, we may be unable to assess your EOI.

### How we use and protect your information

- Your information will be stored securely in a Ministry business system.
- It will only be used for the EOI process and related recruitment activities.
- We will retain your information until the roles are filled, after which it will be securely disposed of in accordance with Information Privacy Principle 9 (limits on retention).

### Your rights

Under the **Privacy Act 2020**, you have the right to:

- **Access** any personal information we hold about you.
- **Request corrections** if you believe the information is inaccurate.

To exercise these rights, contact us at:

- **Email:** NationalCurriculum.Refresh@education.govt.nz
- **Phone:** +64 4 463 8000
- **Post:** Curriculum and Assessment Change Programme, PO Box 1666, Wellington 6140, DX Number: SR51201

### Disclosure and legal obligations

Your responses may be subject to release under the **Official Information Act 1982**. If disclosure is required, we will take all reasonable steps to protect your privacy, including withholding your identity where permitted by law.

### Compliance

All personal information will be managed in accordance with the **Privacy Act 2020** and the Ministry's security protocols. For more information about your privacy rights, visit the Office of the Privacy Commissioner.



Te Tāhuhu o  
te Mātauranga  
Ministry of Education

## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

## 2. Your contact details

**Please provide your details below.**

\* 1. Your name

**Title**

**First name**

**Last name**

\* 2. Your e-mail address

**Email address**

3. Your phone number

**Country code**

**Phone number**

\* 4. School, Tertiary Institution, Association, or other organisation you represent

\* 5. Your title and role

6. Any other associated organisation(s)



### **Expression of Interest**

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### **3. Essential Expertise**

**Please provide details that describe your expertise and experience against the criteria below.**

**Please avoid including unnecessary personal details. If insufficient information is**

**provided, we may be unable to assess your EOI.**

7. Deep subject knowledge informed by national and international research

8. Understanding of, and ability to write, a knowledge-rich curriculum

9. Knowledge of assessment practices and their link to learning outcomes

10. Insight into transitions, pathways, and the broader schooling system

11. Understanding the needs of diverse learners, including Māori, Pacific, and disabled learners



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

#### 4. Additional Capability

**Please provide details that describe your expertise and experience against the criteria below.**

**Please avoid including unnecessary personal details. If insufficient information is provided, we may be unable to assess your EOI.**

12. Ability to collaborate effectively online and in person

13. Experience in developing high-quality subject-specific content

14. Capacity to meet deadlines and programme timelines

15. Willingness to share relevant papers and resources

16. Ability to respond constructively to feedback

17. Available for 3 to 4 short blocks of time between December 2025 and March 2026



**Expression of Interest**

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

**5. Supporting Information**

18. Please upload a curriculum vitae (CV) or detailed biography to support this Expression of Interest.

Please avoid including unnecessary personal details. If insufficient information is provided, we may be unable to assess your EOI.

Allowable file types: pdf, doc, docx, png, jpg, jpeg, gif (file size is limited to 16MB)

Choose File

Choose File

No file chosen



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

6. Select the learning area or wāhanga ako

**Please scroll down and select the learning area or wāhanga ako you could contribute to.**

**After clicking the "next" button, you will be directed to the associated pages to select subjects.**

**You'll only see the subjects in learning areas or wāhanga ako you select.**

**Some subjects are included in both the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA) lists, and the curriculum content will be the same. They will be available in both English and te reo Māori and designed to be appropriately delivered in each curriculum context.**

\* 19. Select the learning areas or wāhanga ako you could contribute to:

- English
- Mathematics & Statistics
- Science
- Health & Physical Education
- Technology
- The Arts
- Social Sciences
- Learning Languages
- Te Reo Rangatira
- Pāngarau
- Pūtaiao
- Waiora
- Hangarau
- Toi Ihiihi
- Te Ao Māori
- Te Reo Pākehā
- Ngā Reo



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

#### 7. English -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

##### 20. English

- English (Year 11)
- English (Year 12)
- English (Year 13)
- Media, Journalism & Communications (Year 12)
- Media Journalism & Communications (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

## 8. Mathematics and Statistics -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

### 21. Mathematics and Statistics

- Mathematics (Year 11)
- Mathematics^ (Year 12)
- Mathematics^ (Year 13)
- Applied Mathematics\*^ (Year 12)
- Applied Mathematics\*^ (Year 13)
- Statistics and Data Science\*^ (Year 13)
- Further Mathematics\*^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

## 9. Science -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

### 22. Science

- Science (Year 11)
- Agricultural & Horticultural Science<sup>^</sup> (Year 12)
- Agricultural & Horticultural Science<sup>^</sup>e (Year 13)
- Biology<sup>^</sup> (Year 12)
- Biology<sup>^</sup> (Year 13)
- Chemistry<sup>^</sup> (Year 12)
- Chemistry<sup>^</sup> (Year 13)
- Earth & Space Science<sup>^</sup> (Year 12)
- Earth & Space Science<sup>^</sup> (Year 13)
- Physics<sup>^</sup> (Year 12)
- Physics<sup>^</sup> (Year 13)

\* Represents a new subject

<sup>^</sup> Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

## 10. Health & Physical Education -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

### 23. Health & Physical Education

- Health Education (Year 11)
- Health Education<sup>^</sup> (Year 12)
- Health Education<sup>^</sup> (Year 13)
- Physical Education (Year 11)
- Physical Education<sup>^</sup> (Year 12)
- Physical Education<sup>^</sup> (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 11. Technology -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

#### 24. Technology

- Resistant Materials Technology\* (Year 11)
- Resistant Materials Technology\* (Year 12)
- Resistant Materials Technology\* (Year 13)
- Textiles Technology\* (Year 11)
- Textiles Technology\* (Year 12)
- Textiles Technology\* (Year 13)
- Food and Processing Technology\* (Year 11)
- Food and Processing Technology\* (Year 12)
- Food and Processing Technology\* (Year 13)
- Electronics & Mechatronics\* (Year 12)
- Electronics & Mechatronics\* (Year 13)
- Digital Technologies^ (Year 11)
- Computer Science\*^ (Year 12)
- Computer Science\*^ (Year 13)
- Digital Design^ (Year 12)
- Digital Design^ (Year 13)
- Spatial and Product Design^ (Year 11)
- Spatial and Product Design^ (Year 12)
- Spatial and Product Design^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

12. The Arts -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

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## 25. The Arts

- Dance (Year 11)
- Dance (Year 12)
- Dance (Year 13)
- Drama (Year 11)
- Drama (Year 12)
- Drama (Year 13)
- Music (Year 11)
- Music (Year 12)
- Music (Year 13)
- Te Ao Haka^ (Year 11)
- Te Ao Haka^ (Year 12)
- Te Ao Haka^ (Year 13)
- Music Technology\* (Year 12)
- Music Technology\* (Year 13)
- Visual Arts (Year 11)
- Visual Arts - Creative Arts (Year 12)
- Visual Arts - Creative Arts (Year 13)
- Visual Arts - Design (Year 12)
- Visual Arts - Design (Year 13)
- Visual Arts - Painting (Year 12)
- Visual Arts - Painting (Year 13)
- Visual Arts - Photography & Moving Image (Year 12)
- Visual Arts - Photography & Moving Image (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.

### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 13. Social Sciences -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

#### 26. Social Sciences

- Accounting (Year 11)
- Accounting (Year 12)
- Accounting (Year 13)
- Business & Economics^ (Year 11)
- Business Studies^ (Year 12)
- Business Studies^ (Year 13)
- Economics^ (Year 12)
- Economics^ (Year 13)
- Geography^ (Year 11)
- Geography^ (Year 12)
- Geography^ (Year 13)
- History^ (Year 11)
- History^ (Year 12)
- History^ (Year 13)
- Classical Studies (Year 12)
- Classical Studies (Year 13)
- Te Mātai i te Ao Māori (Māori Studies) - *working title\** (Year 11)
- Te Mātai i te Ao Māori (Māori Studies) - *working title\** (Year 12)
- Te Mātai i te Ao Māori (Māori Studies) - *working title\** (Year 13)
- Religious Studies (Year 11)
- Religious Studies (Year 12)
- Religious Studies (Year 13)
- Sociology\* (Year 11)
- Sociology\* (Year 12)
- Sociology\* (Year 13)
- Civics, Politics & Philosophy\* (Year 12)
- Civics, Politics & Philosophy\* (Year 13)
- Pacific Studies\* (Year 12)
- Pacific Studies\* (Year 13)
- Psychology (Year 12)
- Psychology (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMOA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMOA or NZC pathways.

## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA)

### 14. Learning Languages -- NZC Subjects by Learning Area

**Please scroll down and select the subjects that could be contributed to.**

#### 27. Learning Languages

- Te Reo Māori (Year 11)
- Te Reo Māori (Year 12)
- Te Reo Māori (Year 13)
- New Zealand Sign Language^ (Year 11)
- New Zealand Sign Language^ (Year 12)
- New Zealand Sign Language^ (Year 13)
- English as an Additional Language\* (Year 11)
- English as an Additional Language\* (Year 12)
- English as an Additional Language\* (Year 13)
- Chinese (Mandarin) (Year 11)
- Chinese (Mandarin) (Year 12)
- Chinese (Mandarin) (Year 13)
- Japanese (Year 11)
- Japanese (Year 12)
- Japanese (Year 13)
- Korean (Year 11)
- Korean (Year 12)
- Korean (Year 13)
- French (Year 11)
- French (Year 12)
- French (Year 13)
- German (Year 11)
- German (Year 12)
- German (Year 13)
- Spanish (Year 11)
- Spanish (Year 12)
- Spanish (Year 13)

- Gagana Sāmoa (Samoan) (Year 11)
- Gagana Sāmoa (Samoan) (Year 12)
- Gagana Sāmoa (Samoan) (Year 13)
- Gagana Tokelau (Tokelauan) (Year 11)
- Gagana Tokelau (Tokelauan) (Year 12)
- Gagana Tokelau (Tokelauan) (Year 13)
- Lea Faka-Tonga (Tongan) (Year 11)
- Lea Faka-Tonga (Tongan) (Year 12)
- Lea Faka-Tonga (Tongan) (Year 13)
- Te Reo Māori Kūki 'Airani (Cook Island Māori) (Year 11)
- Te Reo Māori Kūki 'Airani (Cook Island Māori) (Year 12)
- Te Reo Māori Kūki 'Airani (Cook Island Māori) (Year 13)
- Vagahau Niue (Niuean) (Year 11)
- Vagahau Niue (Niuean) (Year 12)
- Vagahau Niue (Niuean) (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

#### 15. Te Reo Rangatira -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

#### 28. Te Reo Rangatira

- Te Reo Rangatira (Year 11)
- Te Reo Rangatira (Year 12)
- Te Reo Rangatira (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

#### 16. Pāngarau -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

##### 29. Pāngarau

- Pāngarau (Year 11)
- Pāngarau (Mathematics)^ (Year 12)
- Pāngarau (Mathematics)^ (Year 13)
- Te Whakamahi Pāngarau (Applied Mathematics)\*^ (Year 12)
- Te Whakamahi Pāngarau (Applied Mathematics)\*^ (Year 13)
- Pāngarau Whānui (Further Mathematics)\*^ (Year 13)
- Tauanga me te Mātai Raraunga (Statistics and Data Science)\*^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

## 17. Pūtaiao -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

### 30. Pūtaiao

- Pūtaiao (Year 11)
- Tātai Arorangi\* (Year 12)
- Tātai Arorangi\* (Year 13)
- Ao ā-nuku Ao ātea (Earth & Space Science)^ (Year 12)
- Ao ā-nuku Ao ātea (Earth & Space Science)^ (Year 13)
- Mātai Ahupūngao (Physics)^ (Year 12)
- Mātai Ahupūngao (Physics)^ (Year 13)
- Mātai Whenua me to Ahumara (Agricultural & Horticultural Science)^ (Year 12)
- Mātai Whenua me to Ahumara (Agricultural & Horticultural Science)^ (Year 13)
- Mātai Koiora (Biology)^ (Year 12)
- Mātai Koiora (Biology)^ (Year 13)
- Mātai Matū (Chemistry)^ (Year 12)
- Mātai Matū (Chemistry)^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



Te Tāhuhu o  
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### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

## 18. Waiora -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

### 31. Waiora

- Kori Tinana\* (Year 11)
- Kori Tinana (Physical Education)^ (Year 12)
- Kori Tinana (Physical Education)^ (Year 13)
- Waiora\* (Year 11)
- Waiora\* (Year 12)
- Waiora\* (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 19. Hangarau -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

### 32. Hangarau

- Hangarau (Year 11)
- Hangarau (Year 12)
- Hangarau (Year 13)
- Hangarau Hoahoa (Spatial & Product Design)^ (Year 11)
- Hangarau Hoahoa (Spatial & Product Design)^ (Year 12)
- Hangarau Hoahoa (Spatial & Product Design)^ (Year 13)
- Hangarau Matihiko (Digital Technologies)^ (Year 11)
- Mātai Matihiko (Computer Science)\*^ (Year 12)
- Mātai Matihiko (Computer Science)\*^ (Year 13)
- Hua Matihiko (Digital Design)^ (Year 12)
- Hua Matihiko (Digital Design)^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

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## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 20. Toi Ihiihi -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

#### 33. Toi Ihiihi

- Te Ao Haka^ (Year 11)
- Te Ao Haka^ (Year 12)
- Te Ao Haka^ (Year 13)
- Toi Ataata (Year 11)
- Toi Ataata (Year 12)
- Toi Ataata (Year 13)
- Toi Puoro (Year 11)
- Toi Puoro (Year 12)
- Toi Puoro (Year 13)
- Toi Rēhia (Year 11)
- Toi Rēhia (Year 12)
- Toi Rēhia (Year 13)
- Te Ao Whakairo\* (Year 12)
- Te Ao Whakairo\* (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.

## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 21. Te Ao Māori -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

#### 34. Te Ao Māori

- Te Ao Māori\* (Year 11)
- Te Ao Māori\* (Year 12)
- Te Ao Māori\* (Year 13)
- Matawhenua (Geography)^ (Year 11)
- Matawhenua (Geography)^ (Year 12)
- Matawhenua (Geography)^ (Year 13)
- Te Mātai Pakihi me te Ōhanga (Business & Economics)^ (Year 11)
- Te Mātai Ōhanga (Economics)^ (Year 12)
- Te Mātai Ōhanga (Economics)^ (Year 13)
- Te Mātai Pakihi (Business Studies)^ (Year 12)
- Te Mātai Pakihi (Business Studies)^ (Year 13)
- Te Takanga o te Wā (History)^ (Year 11)
- Te Takanga o te Wā (History)^ (Year 12)
- Te Takanga o te Wā (History)^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



## Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 22. Te Reo Pākehā -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

### 35. Te Reo Pākehā

- Te Reo Pākehā\* (Year 11)
- Te Reo Pākehā\* (Year 12)
- Te Reo Pākehā\* (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



#### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

### 23. Ngā Reo -- Te Marautanga o Aotearoa

**Please scroll down and select the subjects that could be contributed to.**

### 36. Ngā Reo

- Te Reo Rotarota o Aotearoa (New Zealand Sign Language)^ (Year 11)
- Te Reo Rotarota o Aotearoa (New Zealand Sign Language)^ (Year 12)
- Te Reo Rotarota o Aotearoa (New Zealand Sign Language)^ (Year 13)

\* Represents a new subject

^ Indicates a subject offered in both the New Zealand Curriculum and Te Marautanga o Aotearoa.

TMoA subjects with bracketed English titles indicate that the subject will have the same common purpose, core knowledge and be available in both te reo Māori and English for delivery in TMoA or NZC pathways.



#### Expression of Interest

Development of Phase | Tūārere 5 (Years | Tau 11-13) of the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA)

24. Any other information

**Please include any additional information, considerations, or questions you have.**

37. Is there anything else you would like us to know?

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## Curriculum and Assessment Change Programme Success E-mail for EOI Candidates

21 January 2026

To: Individual Successful Candidate E-mail via MailMerge  
From: National Curriculum Refresh Mailbox  
Subject: **Helping us develop Phase | Tūārere 5 (Years | Tau 11-13) of the NZC and TMoA**

Tēnā koe <INSERT FIRSTNAME>

Thank you for your application to be a subject advisor for the development of Phase 5/Tūārere 5 (Years 11-13) subjects for The New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA).

These subjects are being developed to ensure a sequenced and coherent knowledge-rich curriculum, that is internationally comparable, focused on excellence and provides all students with the knowledge, skills, and capabilities to thrive in the workforce and in society.

We received over 300 high-quality applicants. The depth and breadth of expertise expressed in the applications reflected the high calibre of educators interested in helping with this work.

We would like to offer you the role as a subject advisor for the content development of the following subjects:

[TODO: Insert subjects via Mail Merge]

### Expectations for the Subject Advisor design and development role:

- Work with the Ministry to support the writing and content development process of individual phase 5 subjects, provide guidance and expert knowledge for the development of subject content, in line with a knowledge-rich curriculum, quality criteria, and in collaboration with other subject advisors.
- Contribute to any Phases 1-4 updates as requested and support the assessment team as needed.
- Attend induction, planning, update, content development, and review meetings as required, including note of any questions, decisions, or actions from the meetings.
- Read papers circulated in advance of meetings, and suggest relevant papers to the Ministry, as appropriate.
- Work collaboratively and constructively (face-to-face and/or online), individually, and collectively with the Ministry and other subject advisors to develop or update content as required, according to any templates and processes provided, and using the Ministry's Document Management System.
- Respond constructively to feedback.

- Keep to the timeline and scope of the work as communicated by the Ministry.
- Provide visibility of the planned, in-progress, and completed work to the Ministry.
- Communicate risks and issues directly to the Ministry.

### Dates

We anticipate that subject advisors working on one subject will be spend a maximum of 20 days effort over the design and development period. For those advisors working across more than one subject, we will advise how many days effort will be needed.

There are two key deliverables for the design of a subject. Design of:

1. A completed Curriculum Subject Technical Design Document. A design template by the end of February.
2. The draft subject content (as agreed on the design template) by the end of March.

### Availability

Some work will require half day sessions, and others full day sessions, with the longest commitment being a full-week block for content design and development. Most meetings will be held online, however one full week is planned to be face-to-face in the week commencing **9 February 2026** and/or **16 February 2026**, as well as **mid-March 2026**, depending on the subject areas.

A half-day induction for all subject advisors will be held in late January. The available online options are listed in the table below. Please reply to this email to indicate your availability. You need to attend one session only.

<b>Option One</b>	Monday 26th January 2026 from 1:30pm to 5:00pm (Online)	Available / Unavailable
<b>Option Two</b>	Tuesday 27 January 2026 from 1:00pm to 4:30pm (Online)	Available / Unavailable
<b>Option Three</b>	Wednesday 28 January 2026 from 9:00am to 12:30pm (Online)	Available / Unavailable
<b>Option Four</b>	Friday 30 January from 9:00am to 12:30pm. (Online)	Available / Unavailable

### Contract process and pay

For subject advisors not working currently in a teaching role work done will be remunerated directly through an invoice process.

For subject advisors currently in teaching roles, there will be two options for remuneration.

For work completed during annual leave or contractual holidays (e.g. April), this will be remunerated directly to the subject advisor through an invoice process as secondary income.

For current teachers work completed during term-time, the Ministry will provide a Memorandum of Understanding (MoU) to the school, or a Contract to the tertiary institution and will provide funding as a daily rate for full-day release to cover staff absence. This will be an invoice process based on timesheet. This is to enable you to provide services to the Ministry during work time on curriculum development activities.

The expectation is that all subject advisor work is delivered by teachers and senior leaders in a (not private) school is completed during normal working hours rather than during personal time. For teachers in private schools, this can be negotiated with your principal. As such, your school or kura receives this relief to cover your absence as required.

This is intended to enable subject advisors to attend development sessions (in-person or online) and to also fund / provide further time for preparation, reading, and other activities as required. We acknowledge that this work will impact the school and it is important to discuss the support of your time with your principal who is also being notified of this.

Where teachers or senior leaders in a (not private) school are asked to attend sessions on days that fall during a school holiday, the Ministry will arrange a separate contract to remunerate the subject advisor directly, which should be accounted for as secondary income.

For teachers working part-time, the MoU with the school will enable your school to receive relief (or payment) for the time you spend on curriculum development activities on days you are scheduled to work, and the separate individual contract will allow you to invoice the Ministry directly for payment for the time that you spend on curriculum development activities on days you are not scheduled to work.

The Ministry will pay actual and reasonable expenses incurred by the subject advisor in delivering the services for physical face-to-face meetings, to the school in line with the MoU or to the subject advisor in line with the individual contract. The Ministry will arrange travel for these hui.

For those not working in schools and tertiary institutions, payment will be made directly to you and this work will need to be done outside of any other contracted hours.

Once you confirm your willingness to accept the Subject Advisor role, this contract-related documentation will be provided for your review and acceptance.

### **NDA and COI Expectations**

It is a requirement that the names of people selected as subject advisors remains confidential. It is up to each individual if they wish to share that they are doing this curriculum work and they are welcome to do so. However if there is an intent to share any content or progress this needs to be discussed with the Ministry first. Also names of other advisors must not be shared for privacy reasons.

The Ministry will not be proactively releasing the names of the subject advisors. All advisors will need a non-disclosure agreement (NDA) and conflict of interest declaration (COI) before starting this work. We will cover the remits of this in the induction process.

If you would like to accept this role offer, and will be available for the time specified, could you please reply to this e-mail to confirm you wish to progress to contracting stage, and indicate which induction meeting you will attend online.

We hope to receive your confirmation, along with your induction availability by **Friday 23 January 2026**. We will send you more details about the role, time requirements, new supplier registration, and a contract.

Please do reach out by replying to this e-mail or by e-mailing [NationalCurriculum.Refresh@education.govt.nz](mailto:NationalCurriculum.Refresh@education.govt.nz) if you have any questions.

Thank you, in advance, for your time and expertise. We are looking forward to starting this important curriculum work with you.

Ngā mihi nui

**Dr Catherine Law** | Programme Lead – Phase 5 New Zealand Curriculum  
Te Poutāhū (Curriculum Centre)

National Office, 1 The Terrace, Wellington

[education.govt.nz](http://education.govt.nz)

*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga*  
*We shape an education system that delivers equitable and excellent outcomes*



**Te Mahau**

## Curriculum and Assessment Change Programme

### Success E-mail for subject advisor for targeted external review

21 January 2026

To: Individual Successful Candidate E-mail via MailMerge  
From: National Curriculum Refresh Mailbox  
Subject: **Helping us update Phase | Tūārere 5 (Years | Tau 11-13) of the NZC and TMoA**

Tēnā koe <INSERT FIRSTNAME>

Thank you for your application to be a subject advisor for the development of Phase 5/Tūārere 5 (Years 11-13) subjects for the New Zealand Curriculum (NZC).

We received over 300 high-quality applicants. The depth and breadth of expertise expressed in the applications reflected the high calibre of educators interested in helping with this work.

We would like to offer you the role of subject advisor as a targeted reviewer for the development of the following subjects:

[INSERT SUBJECTS? – mail merge]

In this role you will be asked to use your expertise to look at draft development and consider the coherence and sequencing of the knowledge and practices.

#### Expectations for the Subject Advisor targeted reviewer role:

- To review and check the coherence of the content and concept knowledge development
- To review the connect between knowledge and practices
- To review and provide feedback on the capabilities developed
- To review and check subject coherence with Phases 1-4

#### Availability

A half-day induction for Subject Advisors will be held in late January. The available online options are listed in the table below. Please reply to this email to indicate your availability. You need to attend one session only.

<b>Option One</b>	Monday 26th January 2026 from 1:30pm to 5:00pm (Online)	Available / Unavailable
<b>Option Two</b>	Tuesday 27 January 2026 from 1:00pm to 4:30pm (Online)	Available / Unavailable

<b>Option Three</b>	Wednesday 28 January 2026 from 9:00am to 12:30pm (Online)	Available / Unavailable
<b>Option Four</b>	Friday 30 January from 9:00am to 12:30pm. (Online)	Available / Unavailable

### Contract process and pay

For subject advisors not working currently in a teaching role, work done will be remunerated directly through an invoice process.

For subject advisors currently in teaching roles, there will be two options for remuneration.

For work completed during annual leave or contractual holidays (e.g. April), this will be remunerated directly to the subject advisor through an invoice process as secondary income.

For work completed during term-time, the Ministry will provide a Memorandum of Understanding (MoU) to the school, or a Contract to the tertiary institution and will provide funding as a daily rate for full-day release to cover staff absence. This will be an invoice process based on timesheet. This is to enable you to provide services to the Ministry during work time on curriculum development activities.

The expectation is that all subject advisors work delivered by teachers and senior leaders in a (not private) school is completed during normal working hours rather than during personal time. For teachers in private schools, this can be negotiated with your principal. As such, your school or kura receives this relief to cover your absence as required.

This is intended to enable subject advisors to attend development sessions (in-person or online) and to also fund / provide further time for preparation, reading, and other activities as required. We acknowledge that this work will impact the school and it is important to discuss the support of your time with your principal who is also being notified of this.

Where teachers or senior leaders in a (not private) school are asked to attend sessions on days that fall during a school holiday, the Ministry arrange a separate contract to remunerate the subject advisor directly, which should be accounted for as secondary income.

For teachers working part-time, the MoU with the school will enable your school to receive relief (or payment) for the time you spend on curriculum development activities on days you are scheduled to work, and the separate individual contract will allow you to invoice the Ministry directly for payment for the time that you spend on curriculum development activities on days you are not scheduled to work.

The Ministry will pay actual and reasonable expenses incurred by the subject advisor in delivering the services for physical face-to-face meetings, to the school in line with the MoU or to the subject advisor in line with the individual contract. The Ministry will arrange travel for these hui.

For those not working in schools and tertiary institutions, payment will be made directly to you and this work will need to be done outside of any other contracted hours.

Once you confirm your willingness to accept the Subject Advisor role, this contract-related documentation will be provided for your review and acceptance.

## **NDA Expectations**

It is a requirement that the names of people selected as subject advisors remains confidential. It is up to each individual if they wish to share that they are doing this curriculum work and they are welcome to do so. However if there is an intent to share any content or progress this needs to be discussed with the Ministry first. Also names of other advisors must not be shared for privacy reasons.

The Ministry will not be proactively releasing the names of the subject advisors. All advisors will need to sign the attached non-disclosure agreement (NDA) and conflict of interest declaration (COI) before starting this work. We will cover the remits of this in the induction process.

## **Next Steps**

If you would like to accept this role offer, could you please reply to this e-mail to confirm you wish to progress to contracting stage, and indicate which induction meeting you will attend online.

We will also provide you with further details about the role, time requirements, and new supplier registration, prior to your induction session.

We hope to receive your confirmation, along with your induction availability by **Friday 23 January 2026**.

Please do reach out by replying to this e-mail or by e-mailing [NationalCurriculum.Refresh@education.govt.nz](mailto:NationalCurriculum.Refresh@education.govt.nz) if you have any questions.

Thank you, in advance, for your time and expertise. We are looking forward to starting this important curriculum work with you.

Ngā mihi nui

**Dr Catherine Law** | Programme Lead – Phase 5 New Zealand Curriculum  
Te Poutāhū (Curriculum Centre)

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*We shape an education system that delivers equitable and excellent outcomes*



**Te Mahau**

## E-mail for Unsuccessful EOI Candidates

21 January 2026

To: Individual Unsuccessful Candidate E-mail via MailMerge  
From: National Curriculum Refresh Mailbox  
Subject: **Helping us update Phase | Tūārerere 5 (Years | Tau 11-13) of the NZC and TMoA**

Tēnā koe <INSERT FIRSTNAME>

Thank you for your application to be a subject advisor for the development of Phase 5/Tūārerere 5 (Years 11-13) subjects for the New Zealand Curriculum (NZC).

We received over 300 high-quality applicants. The depth and breadth of expertise expressed in the applications reflected the high calibre of educators interested in helping with this work.

Unfortunately, due to the volume of respondents, your expression of interest was unsuccessful, however we sincerely appreciate the time you took to prepare and submit your application.

Whilst we will not be offering you the role of subject advisor at this time, we would like to stay in touch as there may be opportunities for further involvement as the curriculum development progresses.

If you would like to be considered for targeted review or as a replacement for subject advisors who become unavailable, please reply to this e-mail to confirm that we can keep your Expression of Interest information for this purpose.

Please do keep an eye on other opportunities that may arise in this process.

Thank you for all your input and willingness to complete an expression of interest, and we look forward to potential opportunities in the future.

Ngā mihi nui

**Dr Catherine Law** | Programme Lead – Phase 5 New Zealand Curriculum  
Te Poutāhū (Curriculum Centre)

National Office, 1 The Terrace, Wellington

[education.govt.nz](https://www.education.govt.nz)

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*We shape an education system that delivers equitable and excellent outcomes*



**Te Mahau**

## E-mail for principals of the successful subject advisors' schools

21 January 2026

To: Individual Principal E-mail via MailMerge

Principal of the schools for each teacher as per their application ref. Principal's E-mail Contact List

From: National Curriculum Refresh Mailbox

**Subject: Helping us update The New Zealand Curriculum**

Tēnā koe <INSERT NAME>

As you are aware, work has started on the development of the Phase 5/Tūārerere 5 (Years 11-13) curriculum. In November we reached out to the sector for subject experts to put in an expression of interest in being a subject advisor. Most subject advisors will be used for subject content development, and some will be used for external targeted review of draft work done for subjects.

I am writing to advise you that xxxxxxx and xxxxxxx [include type of role – Subject Advisor or Targeted Reviewer] have been selected as subject advisors after their high-quality expression of interest.

Thank you for your support. As a colleague principal, I want to acknowledge the impact this will have at times on your school and what will need to go on behind the scenes to make this work. I hope that their involvement will also be of benefit to your school in their leadership of specific Years 11-13 subject development and curriculum design work with staff. These staff are also working with University staff and subject association Kaiarahi.

Please find below details regarding expectations, time, and pay to help with planning.

### **Expectations for the Subject Advisor design and development role:**

- Work with the Ministry to support the writing and content development process, provide guidance and expert knowledge for the development of Phase 5 subject content, in line with a knowledge-rich curriculum, quality criteria, and in collaboration with other subject advisors.
- Contribute to any Phases 1-4 updates and support the assessment team as needed.
- Attend induction, planning, updates, content development meetings, and review meetings as required, including note of any questions, decisions, or actions from the meetings.
- Read papers circulated in advance of meetings, and suggest relevant papers to the Ministry, as appropriate.
- Work collaboratively and constructively (face-to-face and/or online), individually, and collectively with the Ministry and other subject advisors to develop or update content as required, according to any templates and processes provided, and using the Ministry's Document Management System.
- Respond constructively to feedback.
- Keep to the timeline and scope of the work as communicated by the Ministry.
- Provide visibility of the planned, in-progress, and completed work to the Ministry.

- Communicate risks and issues directly to the Ministry.

**Expectations for the Subject Advisor targeted reviewer role:**

- To review and check the coherence of the content and concept knowledge development
- To review the connect between knowledge and practices
- To review and provide feedback on the capabilities developed
- To review and check subject coherence with Phases 1-4

**Dates and deliverables**

We anticipate that subject advisors working on one subject will be spend a maximum of 20 days effort over the design and development period. For those advisors working across more than one subject, we will advise how many days effort will be needed across subjects.

There are two key deliverables: Design of the subject, completing a design template by end of February, and the draft subject content (aligned with the design) by the end of March.

Some work will require half day sessions, and other full day sessions, with the longest commitment being a full-week block for content design and development. Most meetings will be held online, however one full week is planned to be face-to-face in the week commencing **9 February 2026** and/or **16 February 2026** depending on the subject.

A half-day induction for all subject advisors will be held in late January. The available online options are listed in the table below, and subject advisors will be asked to indicate which session they will attend. They need to attend one session only.

<b>Option One</b>	Monday 26th January 2026 from 1:30pm to 5:00pm (Online)
<b>Option Two</b>	Tuesday 27 January 2026 from 1:00pm to 4:30pm (Online)
<b>Option Three</b>	Wednesday 28 January 2026 from 9:00am to 12:30pm (Online)
<b>Option Four</b>	Friday 30 January from 9:00am to 12:30pm. (Online)

**Contract process and pay**

For subject advisors currently in teaching roles, there will be two options for remuneration.

For work completed during annual leave or contractual holidays (e.g. April), this will be remunerated directly to the subject advisor through an invoice process as secondary income.

For work completed during term-time, the Ministry will provide a Memorandum of Understanding (MoU) to the school and will provide funding as a daily rate for full-day release to cover staff absence. This will be an invoice process based on timesheet. This will enable subject advisors to provide services to the Ministry during work time on curriculum development activities.

We will confirm the rate in the MoU. This amount is to cover relief, and you may use any surplus to support the teacher in other appropriate ways.

The expectation is that all subject advisor work delivered by teachers and senior leaders in a (not private) school is completed during normal working hours rather than during personal time. For teachers in private schools, this can be negotiated with the principal. As such, your school or kura receives this relief to cover their absence as required.

This is intended to enable subject advisors to attend development sessions (in-person or online) and to also fund / provide further time for preparation, reading, and other activities as required. We acknowledge that this work will impact the school and it is important for the subject advisor to discuss this with you as the principal.

Where teachers or senior leaders in a (not private) school are asked to attend sessions on days that fall during a school holiday, the Ministry will arrange a separate contract to remunerate the subject advisor directly, which should be accounted for as secondary income.

For teachers working part-time, the MoU will enable the school to receive relief (or payment) for the time subject advisors spend on curriculum development activities on days they are scheduled to work, and the separate individual contract will allow the subject advisor to invoice the Ministry directly for payment for the time that they spend on curriculum development activities on days they are not scheduled to work.

The Ministry will pay actual and reasonable expenses incurred by the subject advisor in delivering the services for physical face-to-face meetings, to the school in line with the MoU or to the subject advisor in line with the individual contract. The Ministry will arrange travel for these hui.

### **NDA Expectations**

It is a requirement that the names of people selected as subject advisors remains confidential. It is up to each individual if they wish to share that they are doing this curriculum work and they are welcome to do so.

The Ministry will not be proactively releasing the names of the subject advisors. All subject advisors will need to sign a non-disclosure agreement and conflict of interest declaration (COI) before starting this work. We will cover the remits of this in the induction process.

### **Next steps**

We will send you more details about the role, time requirements, and an MoU.

Please do reach out by replying to this e-mail or by e-mailing [NationalCurriculum.Refresh@education.govt.nz](mailto:NationalCurriculum.Refresh@education.govt.nz) if you have any questions.

Thank you again for your support in this important work.

Ngā mihi nui

**Dr Catherine Law** | Programme Lead – Phase 5 New Zealand Curriculum  
Te Poutāhū (Curriculum Centre)

National Office, 1 The Terrace, Wellington

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**Te Mahau**

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