



# The Wilkie Way

## Newsletter June 2026

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

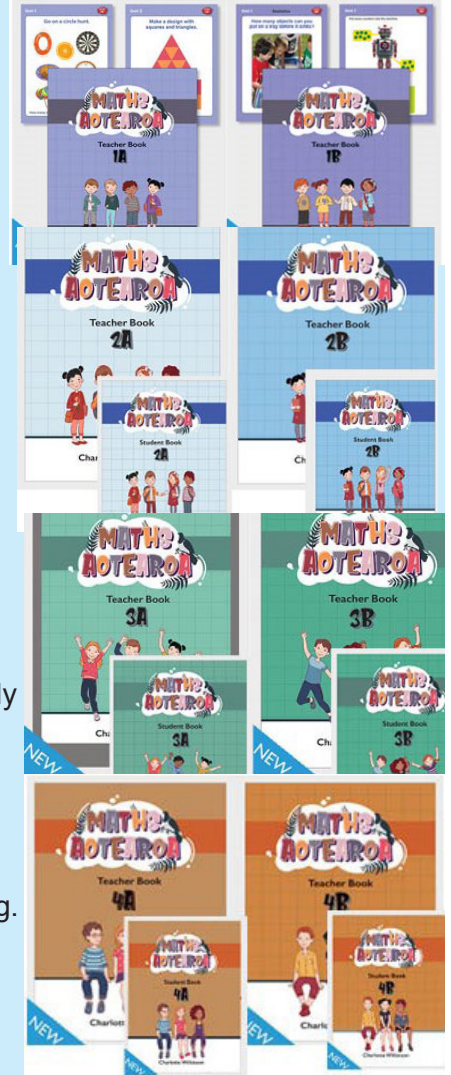
### Stop press: Recognition in Canada but not in New Zealand

Your work on Maths Aotearoa came up during a recent discussion within our reading circle, (Read Women Toronto CA) particularly around the challenge of making foundational learning accessible, engaging, and meaningful for young learners. Several readers were especially struck by the way your resources address a problem that extends far beyond mathematics itself: the gap between curriculum expectations and practical classroom implementation.

What stood out immediately about Maths Aotearoa was the way it transforms mathematics from a collection of isolated concepts into a coherent learning journey. Readers found themselves discussing not only the practical structure of the program but also broader questions surrounding educational accessibility, teacher support, student confidence, and the importance of creating learning environments where children can develop genuine mathematical understanding rather than simply memorizing procedures. The resource naturally invites reflection on how educational systems can better support both teachers and learners.

Many within our circle also appreciated the philosophy underlying your work. Rather than treating mathematics as a subject reserved for naturally gifted students, Maths Aotearoa presents numeracy as something that can be developed through thoughtful sequencing, meaningful experiences, and supportive teaching practices. This perspective generated thoughtful discussion about educational confidence, teacher wellbeing, learning anxiety, and the long-term impact that early mathematical experiences can have on a child's relationship with learning.

Isn't it a shame our MOE favours "quickfix" coverage workbooks rather than looking at the long term impact of actual education and the learning needs of students.



### A Focus on the Mathematical Processes

Challenge: Finding the information on Tahurangi requires four clicks from the home page.

Click one



New Zealand Curriculum Online

This site offers information, resources, news, advice, and guidance, inspiring school stories, practical ideas, research reports, how to get support, and much, much more.



Click two

The New Zealand Curriculum Learning Areas  
Click on each learning area below to explore each phase of the curriculum.

English

Mathematics and Statistics

Click Three

NZC – Mathematics and Statistics Phases 1–4 (Years 0–10)

Phases 1–4 (Years 0–10) Mathematics and Statistics Learning Area. From 1 January 2026 this content is part of the statement of official policy relating to teaching, learning, and assessment of Mathematics and Statistics in all English medium state and state-integrated schools in New Zealand.

OVERVIEW PHASE 1 (Y0–3) PHASE 2 (Y4–6) PHASE 3 (Y7–8) PHASE 4 (Y9–10)

On this page

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- ↓ Learning Area Structure
- ↓ Introduction
- ↓ Glossary
- ↓ Links to Supports and Resources
- ↓ File Downloads

Click Four

## Introduction

Across Years 9–10, Mathematics and Statistics takes students on a journey of increasingly sophisticated thinking about number, patterns, space, and data. Through purposeful exploration and practice, students build the knowledge and fluency they need to solve problems, reason logically, and make sense of the world around them.

The [mathematical and statistical processes](#) of investigating, representing and connecting situations, and generalising, explaining, and justifying findings are fundamental to all mathematical and statistical teaching and underpin the way students gain understanding of the knowledge and practices being taught.

This section of the curriculum is getting lost as it is only found on a link from the curriculum page on Tahurangi .

Many people will not click the link and the detail of the maths learning processes, so essential to the actual practice of teaching and learning maths will go unread and therefore not even begun to be integrated into teacher practice.

If you click the link the suggestion is you use the poster and cards displayed in classrooms and use as prompts to help students use each of the processes in their learning. However you need to go beyond presenting posters to students. (How many classes had posters of de Bono's hats taking up wall space in the early 2000?) As the teacher you need to explicitly model each of the processes in your teaching.

### Investigating situations

Students investigate situations by using mathematics and statistics to describe, explore, and build their understanding of the situation. Investigating includes applying and transferring mathematics and statistics knowledge. The situations can be mathematical or contextual. Students often begin investigating by making sense of a question and then plan an approach to proceed in systematic but flexible ways, using mathematical and statistical concepts and procedures to take action. Students conclude the investigation by evaluating whether the findings were meaningful in context, and reflection on their approaches and choices to inform future investigations.

Explicitly model:

- Can I pose my own question or rephrase the question in my own words?
- Which information is the most important?
- How do I plan to approach the investigation?
- What do I already know that could be useful in this investigation?

### Representing situations

Students represent situations using words, materials, symbols, graphs, or diagrams to show concepts and findings. Students use representations to compare, simplify, illustrate, and communicate, as well as to investigate patterns, variations, and trends. Representing a situation in multiple ways enables flexible thinking and deeper understanding.

Explicitly model:

- How do I visualise this? What would I make or draw to show what I am visualising?
- Which representations would be helpful (numbers, diagrams, graphs, or materials)?
- Do I notice any patterns or changes in the representations?
- Is there another way to represent this that helps me see it from a different point of view?

### Connecting situations

Students connect situations when they notice and recognise patterns and similarities. Connecting helps students to build the relationships between concepts and procedures in mathematics and statistics, forming a web of interconnected ideas that are easier to remember and understand. Connecting also involves students transferring and applying their mathematics and statistics knowledge to a range of

contexts and to other learning areas.

Explicitly model:

- What do I already know about this?
- How is it the same or different to other times I have seen or used this?
- Can I find something in common between this and another situation?
- Can I find something in common between this and another idea?

### Generalising findings

Students generalise findings by moving from specific examples to general principles. Students use patterns, regularities, and structures to make conjectures that might apply to other situations, which can be tested and refined to determine if they apply in all cases. In statistics, students generalise by using trends and variation in data to make conjectures and to communicate and evaluate claims about similar situations.

Explicitly model:

- What do I notice? Are there patterns, things that are the same or different, or 'odd ones out'?
- Can I make a conjecture about this?
- Can I write this as a statement, equation, or rule?
- Would these work in another situation?
- How can I check to see if this is always true?

### Explaining and justifying findings

Students explain and justify findings by using mathematical and statistical ways of communicating to share their ideas and reasoning, and to respond to the ideas and reasoning of others. Explaining is how students communicate their conjectures, build arguments, and unpack stories from data. Justifying involves describing why decisions and findings are reasonable.

Explicitly model:

- How can I convince myself and others?
- Does my solution answer the question?
- What maths language can I use to explain my thinking?
- What is my reason or evidence?
- Have I laid out my solution clearly?

The mathematical and statistical processes of investigating, representing and connecting situations, and generalising, explaining, and justifying findings are ....

## **fundamental**

**to all mathematical and statistical teaching and underpin the way students gain understanding of the knowledge and practices being taught.**

**So why are they hidden away on the Taurangi website?**

## **Wilkie Way Membership - annual subscriptions**

### **School membership - via invoice**

Under 30 students \$65 + GST

31 to 100 students \$180+GST

101 - 300 students \$290 + GST

301- 500 students \$400 +GST

501 - 700 students \$520 + GST

701+ students \$630 + GST

Non NZ School \$750 - paid via paypal

### **Individual Membership**

\$60.00

payable via Paypal

Welcome to another new school in term 2

With a quiet period during June and July on the consultancy front I plan to complete more of the additional maintenance sheets for years 3 - 8

## *Tales from the classroom*

### **Using a workbook**

Morena Tamariki ma

This morning we are going to do a new page in our workbook.

Yes Zane you can colour it in but there are a few other things to do as well.

Yes Tiana, go to the toilet quickly and straight back or you won't know what to do.

Can you remember, yesterday we were joining two sets together.

Yes that's right, we had 3 boys and 3 girls. And how many did that make altogether?

Well it would have made 6 if Brendan hadn't been called to see the dental nurse at precisely that moment.

Now let's look at the page in your workbook.

Other way up Georgia.

Can you see the picture of 4 cats and the picture of two cats?

How many cats altogether?

I'm very pleased to hear you've got two cats, oh and your cat had 4 kittens Katy, how nice.

Now how many cats altogether?

Five?

How do you get five cats Katy?

One mummy and four kittens. Well that does make five, but I am talking about the cats in the pictures.

Why are we adding up cats?

That's what the pictures are James.

Well you can make up some number stories of your own with dinosaurs later.

Can anyone tell me how many cats altogether in the picture?

Six, thank you William.

So our number story says four cats and two cats is the same as six cats altogether.

Look at the little boxes under the pictures and let's see if we can put the numbers in the boxes.

The first box is.....four, well done.

Other way around Courtney. Other way up Georgia

The next box ..... five?

Yes I know five is the next number after 4 but we are looking at the number of cats.

Two! Well done.

Other way up Georgia. Other way around Courtney.

Four cats and two cats is the same as six cats altogether.

Well done, yes six goes in the last box.

Other way around Courtney. Other way up Georgia.

Rikki, you disagree with me. What do you think?

It should be 4, 5, 6 because that is how you count.

I can see how you are thinking Rikki and it certainly makes sense to you.

*(I think perhaps we need to do a bit more work on joining sets and recording using words and symbols before we continue with filling in boxes in the workbook. It certainly isn't straight forward for children)*

Yes Zane, now you can colour the pictures in really carefully.