



The Wilkie Way

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www.wilkieway.co.nz

Being a Professional Educator

While artificial intelligence dominates headlines and political talking points, Cambridge University's recent report **Humans at the Heart of Education** reminds us of something profoundly simple:

Education is, and must remain, a deeply human endeavour.

Drawing on insights from over 7,000 teachers and learners and work with education systems in more than 40 countries, the report identifies three priorities that the world's most forward-thinking nations are embracing:

1. Building the Whole Person vs Teaching to the Test

Cambridge's first recommendation is clear: focus on education that builds the whole person, not just test scores.

The report calls for systems that cultivate knowledge, skills, values, and resilience - the full spectrum of human intelligence. It's a call to move beyond rote learning and nurture the human capacities that underpin creativity, empathy, and innovation.

An obsession with the "basics" ignores what world-leading systems already understand: **human intelligence cannot be reduced to a checklist.**

2. Building Change With People vs Doing Reform To Them

Cambridge's second priority: build change with people across the system, (might be the most urgent for New Zealand to hear).

Cambridge reminds us that "lasting change in education begins with clear communication." True reform doesn't just declare what will happen. It shares why and invites shared ownership of the process. Without that, reform becomes resistance. And that is precisely what we are seeing now: a teaching profession fatigued, frustrated, and losing faith that its expertise is valued.

3. Equipping Teachers as Agents of Change vs Reducing Them to Technicians

The third and most powerful message from Cambridge is this: equip teachers to be agents of change. Research consistently shows that teachers have twice the impact on student achievement as any other classroom factor. Yet, rather than trusting them to lead, New Zealand's policy direction has boxed teachers into rigid frameworks and scripted teaching sequences, as though professional autonomy is a risk to be managed rather than an asset to be empowered.

Cambridge warns against "prescriptive, teacher-proof curricula" that stifle creativity and morale. Systems that reduce teachers to content deliverers produce disengaged learners and exhausted educators.

At the heart of Cambridge's message lies a truth we urgently need to remember:

It is people, not machines, who determine which technologies thrive, how they are used, and whom they serve.

AI may be transforming how we live and learn, but the essence of education remains profoundly human. And if we forget that, no amount of "structure" will save us.

And yet another new curriculum

In reviewing the 2025 version of the refreshed curriculum a lot of what was in the 2024 version has been reworded (word smithed is the jargon) and an emphasis has moved from teaching for understanding to memorising facts and procedures. It is much easier to memorise facts and procedures if you understand what you are being asked to memorise and if you are given the opportunity to use the facts and procedures in contextual situations.

I also have some concerns regarding the expectations on our youngest learners, especially those who have only 9 to 11 months as a year one.

I decided to make curriculum comparisons with Australia and the UK. I found the wording and expectations most closely aligned to the UK curriculum also set out in expectations for each year. Our year 1 expectations are not dissimilar to the UK expectations.

However there is a glaring difference in the time students have in school.

A student in the UK can start school from the September after they turn age 4 (schooling is compulsory from age 5)

Students whose birthday falls between 1 September and 31st August the following year will all begin year one at the beginning of the school year in September. (Age 5 years 0 months to 6 years 0 months at the beginning of the year)

UK students have similar expectations as our year 1 students but most will have had 2 years of schooling. Some of our students complete year 1 after just 9 months of schooling and are not yet 6 years old. Some UK students will shortly be turning 7 years old at the end of their year 1). UK students have similar expectations as our year 1 students but most will have had 2 years of schooling.

Although our school year runs from January to December your year group depends on whether you were born in the first or second half of the school year.

Effectively those students born in the first half of the school year have up to 6 months less schooling than those born in the second half of the school year.

How is this system equitable given we now have a prescriptive curriculum for each year group?

Next month I am visiting some UK schools to find out the pros and cons of a highly structured system of teaching mathematics.

- How do they make it work?
- Do they have extra support for students falling behind?
- Do they have classroom assistants during mathematics time?
- What do they like or dislike about the structured system prescribed?

Some new educational jargon I have recently learnt coming out of the Ministry

Spaced practice - practice a skill over a period of time

Retrieval practice - practice recalling knowledge from memory

Interleaving - mixing skills together, for example teaching multiplication and division together

Elaboration - connecting new information to old information

Dual coding - providing both verbal and visual representation

Wilkie Way Assessment Screens

The assessment screens were revised to align with the 2024 curriculum but included some addition information in screens one and two. This additional information has been incorporated into the 2025 version of the curriculum so no further changes to the screens have been made for 2026. These screens tell you what a student knows and what still needs to be taught, or retaught.

Wilkie Way Maths Assessment Screens			
Screen One	Screen Two	Screen Three	Screen Four
Phase 1 Teaching Sequence 6mths - Year 2 Number Structure: - Count forwards and backwards from any number in 1's, 2's 5's 10's between 1 - 100 - Identify, read & write whole numbers up to at least 100 - Compare and order whole numbers up to at least 100 (No. before/after) - Groups of ten in a two digit number - Standard partitioning 10 more or 10 less than any number (up to 3 digits) Operations - Add and subtract numbers up to 100 without renaming - Recall facts up to 10 - Multiply & Divide using equal grouping Algebra - Interprets symbols + - x = in a linear equation	Phase 1 Teaching Sequence (2 & 3) Phase 2 Teaching Sequence Year 4 Number Structure: - Identify, read & write whole numbers up to 10 000 & represent using base 10 structure (expanding) 10 more/10 less (up to 4 digits) - Groups of 10 in up to 4 digits number. Operations: - Round whole numbers to the nearest 1000, 100 or 10 - Add & subtract 2 and 3 digit numbers - Recall addition facts up to 20 and corresponding subtraction facts - Connection between repeated addition and multiplication - Understands an array represents a multiplication and multiplication is commutative Divide whole numbers by a one digit divisor with no remainders using grouping - Divide up to a 3 digit number by a single digit - Recall multiplication and division facts: x2, x3, x4, x5, x6 - Multiply a two digit number by a single digit and two single digit whole numbers Rational Numbers: - Identify, read write & represent fractions (halves quarters, thirds, fifths & eighths) - Compare & order fractions (halves & quarters) - Represent tenths as fractions and decimals - Find a unit fraction of a whole number - Identify from a unit fraction part of a set, the whole number	Phase 2 Teaching Sequence Year 4 - Year 6 Number Structure - Identify, read, write whole numbers to the millions Operations: - Use estimation - Round whole numbers to a specified power of 10 and round tenths and hundredths to the nearest whole number or one place decimal - Add and subtract any whole number - Recall multiplication & division facts up to 10×10 - Multiply multi-digit whole numbers - Divide up to a 4 digit (3 digit) by a one digit divisor with a remainder Rational Numbers - Identify read and write fractions & decimals and related percentages - Compare & order fractions & decimals (2 places) - Multiply & divide by 10 & 100 to make decimals and whole numbers - Add and subtract decimal numbers (Up to 2 places) - Convert between mixed numbers & improper fractions - Find a fraction of a whole number - Identify from a fractional part, the whole number Algebra: Equations & relationships - Solve open number sentences involving all four operations using an understanding of equality	Phase 2 Teaching Sequence Year 6 Phase 3 Teaching Sequence (7 & 8) Number Structure - Identify read & write whole numbers using powers of 10 - Identify prime, square and square roots - Find HCF of 2 numbers under 100 & LCM of two numbers under 10 Operations: - Use rounding & estimation with whole numbers & decimals - Multiply whole numbers - Add and subtract integers Rational Numbers: - Identify read & write fractions, decimals & percentages - Compare, order and convert between fractions, decimals & percentages - Multiply & divide numbers by powers of 10 - Find equivalent fractions, simplify fractions and convert between improper fractions & mixed numbers - Find a percentage of a whole quantity and find a whole amount given a simple fraction or percentage - Add and subtract fractions with different denominators - Add & subtract decimals with an emphasis on estimation - Multiply fractions & decimals by whole numbers

New Resources for Wilkie Way Members

Annual Subscriptions purchased at the online store at www.wilkieway.co.nz

Individual \$60 - paid via paypal

NZ School paid via invoice - complete form at online store

30 & under 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



To find out more about these screens you can download a sample copy from the online store at wilkieway.co.nz

If you are interested in using these screens next year then please request an order form from charlotte@ncwilkinsons.com to receive the discount I can offer on pre orders.

This order form is available to download from the website until the end of term 4

The year 8 maintenance sheets are now available in the members area.

Wilkie Way Maintenance

Name: _____ Date: _____

4B
4.

A. Find the missing number in each hexagon

1.

2.

3.

4.

B.

1. $726 \div 6 =$ _____
2. $497 \div 7 =$ _____
3. $368 \div 4 =$ _____
4. $366 \div 6 =$ _____
5. $427 \div 7 =$ _____
6. $555 \div 5 =$ _____
7. $287 \div 7 =$ _____
8. $306 \div 3 =$ _____
9. $567 \div 7 =$ _____
10. $168 \div 2 =$ _____

C. Complete the missing angles.

D. Find the whole number

1. $\frac{1}{4}$ of _____ = 308

3. $\frac{3}{4}$ of _____ = 57

2. $\frac{1}{4}$ of _____ = 220

4. $\frac{1}{4}$ of _____ = 72

E. There are 24 budgies in the pet shop. $\frac{1}{4}$ of the budgies are green and yellow, and the rest are blue. Green and yellow budgies sell for \$22.60 each and blue budgies cost half as much more. From the information given, solve the following problems.

1. Last week, 40% of the green and yellow budgies were sold and $\frac{1}{4}$ of the blue budgies were sold. How many of each sort of budgie was sold?

2. How much money was received from the sale of the budgies?

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The Wilkie Way Teacher Challenge



How to successfully implement a new curriculum?

Essential elements for successful curriculum implementation requires:

- Careful planning;
- Stakeholder engagement;
- Clear goals;
- Comprehensive professional development;
- Adequate resources;
- Effective communication;
- Robust monitoring.

Dropping a new curriculum unexpected and unannounced on stakeholders at 5pm on a Sunday afternoon is unlikely to be successfully implemented.