

Jul 22, 2026

TESOLANZ Secondary SIG - Draft EAL Curriculum

Invited Sarah ROPER Kathryn Teeboon sigs tesolanz

Attachments TESOLANZ Secondary SIG - Draft EAL Curriculum

Meeting records Recording

Summary

Curriculum overview sessions provided context and implementation strategies for English language learning standards and feedback processes.

Curriculum structure and implementation

The new 5-stage curriculum launches in 2028 with flexible pedagogical guidance for diverse school sizes. Implementation will require schools to navigate multi-level classes and specific resource needs.

Feedback and assessment strategy

Feedback should be submitted via document uploads in the official survey due to poorly tailored questions. Assessments remain undefined, though they will eventually include examinations and coursework.

Tertiary pathways and standards

The group decided to advocate for recognized subject passes and tertiary pathways for students below stage 5. English for Academic Purposes standards will persist through 2030.

Next steps

- ☐ [The group] Provide Curriculum Feedback: Submit feedback on the new curriculum through the survey. Include specific suggestions regarding pathways, assessment structure, and subject implementation.
- ☐ [The group] Lobby EAL Status: Advocate for confirmation that English as an Additional Language can be taken as a substitute for mainstream English. This is a critical area for feedback to ensure students receive recognition.
- ☐ [sigs tesolanz] Contact Mark Dorson Smith: Request that National Certificate of Educational Achievement equivalents be added to the pathway table for students who do not reach stage 5. This will help clarify progression options for school students.
- ☐ [The group] Attend Webinar: Listen to the upcoming Ministry of Education webinar presented by Rosemary and Hana regarding English for Academic Purposes standards.
- ☐ [Kathryn Teeboon] Submit Feedback: Submit feedback regarding current teaching hour requirements to ensure the new curriculum addresses existing course loads.
- ☐ [The group] Clarify Multilevel Guidelines: Seek official clarification on whether multi-level classes will be permissible under the new curriculum structure.
- ☐ [The group] Advocate Staffing Resources: Advocate for smaller class sizes and revised school timetable structures to support the implementation of the new curriculum.

Details

- **Meeting Opening and Purpose:** Sarah ROPER and Kathryn Teeboon opened the meeting by outlining the goal of unpacking the new 70-page curriculum document to help members understand and navigate it. They explained that, due to the high volume of members, they selected common themes from questions submitted via a Google form rather than addressing individual queries, aiming to help the group synthesize consensus-based feedback for the ministry.

- **Curriculum History and Context:** Sigs Tesolanz provided historical context for the curriculum, noting that previous attempts to align English language learning were deemed impossible due to the diversity of contexts and viewpoints. While English language learning was previously sidelined, the new inclusion under the "Learning Languages" framework is seen as a positive development, although the speakers emphasized that the sector must provide substantial feedback to manage the complexity of this new approach.
- **Curriculum Structure and Roll-out:** Sarah ROPER and Kathryn Teeboon noted that the curriculum is structured into five stages, which was a departure from the initially expected "Phase 5" model for Years 11–13. The official roll-out is scheduled for Year 11 in 2028, Year 12 in 2029, and Year 13 in 2030. The speakers acknowledged that because this is a five-stage model, the full implications for English language learners remain unclear and will require ongoing navigation.
- **Assessment Framework:** Sarah ROPER and Kathryn Teeboon reported that the assessments for the new curriculum have not yet been designed or written. The framework is expected to include both an examination component and a coursework component, but details are currently unavailable. The participants were encouraged to provide feedback regarding their preferences for these assessments during the submission process.
- **Curriculum Strands:** Kathryn Teeboon and Sarah ROPER explained that the curriculum is organized into three standardized strands: Linguistic Knowledge (grammar, vocabulary, text types), Cultural and Socio-linguistic Knowledge (cultural context, including Te reo Māori), and Language Learning Knowledge (metacognitive strategies). Kathryn Teeboon clarified that the teaching sequence in the document is for guidance and does not mandate specific pedagogical approaches, allowing teachers to integrate local contexts and community connections to keep the learning relevant for their students.
- **Implementation in Schools:** Sarah ROPER and Kathryn Teeboon discussed the complexity of implementing the curriculum across schools of varying sizes. While larger schools might be able to stream students into separate classes based on proficiency, smaller schools may need to combine stages. The speakers noted that the curriculum's formal status might assist English language specialists in advocating for more dedicated class time and

resources from their senior leadership teams, despite the challenges of managing diverse cohorts.

- **Feedback Survey Process:** Sarah ROPER noted that the official feedback survey contains questions that are not well-tailored to English language learning and can be confusing. She specifically directed attendees to Question 43, which allows for the upload of external documents, recommending this as the most effective method for submitting collective, detailed feedback from departments or clusters.
- **Target Audience and Support Materials:** Kathryn Teeboon and Sarah ROPER addressed the scope of the curriculum, noting that it is intended for students who do not speak English as their first language. They emphasized the need for participants to lobby for specific support materials in their feedback, as the document serves as a curriculum framework rather than a guide for mainstream teachers on how to support English language learners.
- **Primary School Perspective:** During the discussion, participants noted that the primary school sector generally prefers their current operational arrangements and does not desire the introduction of this specific curriculum. The speakers concluded that the primary sector's feedback reflects a desire to remain outside this framework.
- **Student Progression and Recognition:** Sarah ROPER and Kathryn Teeboon discussed how the curriculum handles student progress. They expressed a strong hope that the new structure will provide recognized subject passes for students at their respective stages, even if they do not reach the final stage five, thereby providing "mana" and acknowledgement for the work students put into their language learning.
- **Future of EAP and ELP Standards:** Participants discussed the future of English for Academic Purposes (EAP) and English Language Proficiency (ELP) standards. Julie Luxton and other attendees clarified that EAP standards are expected to continue at least until 2030, particularly for tertiary pathways, while English language standards for the school sector may be phased out. There was a consensus that the sector must advocate for clear pathways into tertiary organizations for students who do not reach stage five.
- **Staffing and Multi-level Classes:** Addressing concerns regarding multi-level classes and staffing, Sarah ROPER and Kathryn Teeboon acknowledged that schools will need to find creative solutions for their timetables. The speakers agreed that English language specialists should argue for smaller class sizes and dedicated staffing, given the necessity of

catering to students with varying proficiency levels and the diverse needs of international and domestic English language learners.

- **Meeting Conclusion and Appreciation:** Participants including Kathryn Teeboon, Julie Luxton, Sarah ROPER, sigs tesolanz, and Victoria Leckenby exchanged final thanks and goodbyes as the meeting concluded. The group spent a moment expressing mutual gratitude for the time spent together.
- **Reflections on Session Contributions:** Julie Luxton provided positive feedback regarding the work presented by Kathryn Teeboon, Sarah ROPER, and Juliet, describing the session as a "wonderful offering" that provided substantial "food for thought". They emphasized that the content provided important background information, which they noted was essential for teachers to have when reviewing the document. Jannie van Hees was also present during this discussion.
- **Meeting Closure and Recording Protocol:** The meeting host, sigs tesolanz, worked to conclude the session by stopping the recording. During this process, the group acknowledged that they were all learning the technical aspects of managing the meeting software, and sigs tesolanz emphasized the need to be careful with the recording controls before finally closing the meeting.

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