



EOI Information Sheet

This EOI Information Sheet supports the Expression of Interest (EOI) process for the Year 9-10 Co-requisite PLD and targeted small group supports. This support is planned to begin in Term 1 2027 and continue until December 2028.

This support aims to:

- support Year 9-10 students reach the curriculum standard for their year level in literacy | te reo matatini and numeracy | pāngarau. In turn, this will support student success in the NCEA Co-requisite.
- make proven approaches such as targeted direct-to-student support through small-group instruction available to schools and kura identified as having the greatest need.
- strengthen teachers' and kaiako knowledge and capability to support the acceleration of literacy and numeracy in their school or kura.
- build on, strengthen, and consolidate available resources and previous supports available to schools and kura.
- provide a strong foundation for improving literacy | te reo matatini and numeracy | pāngarau achievement ahead of the planned qualification changes in 2028.

The support overview

- Support is proposed through both Tier 1 and Tier 2 programmes, providing schools and kura with a range of options to accelerate student progress in literacy | te reo matatini and numeracy | pāngarau.
- Tier 1 is universal Professional Learning and Development (PLD) focused on accelerating literacy | te reo matatini and numeracy | pāngarau. Schools and kura can choose the PLD that best meets their needs. Support is available for:
 - whole-school development
 - school and kura leaders
 - teachers and kaiako.
- Tier 2 will provide intensive support for literacy (reading and/or writing) | te reo matatini (tuhituhi and/or pānui) and numeracy | pāngarau, direct to students from a teaching expert within the school or kura. Targeted lessons will be provided to teachers and kaiako with training and support given.
- Topics that support the attainment of literacy | te reo matatini and numeracy | pāngarau, specifically: acceleration and explicit teaching are targeted. Aspects of multi-level classroom teaching are also included.

- Schools and kura have choice and flexibility, so each individual school or kura needs are met. There will be opportunities for schools and kura to combine within regions. Thus, school leaders can combine in regions and receive acceleration leadership PLD; teachers and kaiako can combine both within and across schools or kura to receive literacy | te reo matatini and numeracy | pāngarau acceleration PLD; and Literacy | Te Reo Matatini and Numeracy | Pāngarau Leads can combine both regionally and online across the motu.
- Schools and kura can express interest in all or one of the options as their needs require.
- Kura affiliated with Te Rūnanga Nui o Ngā Kura Kaupapa Māori (TRN) or Ngā Kura ā Iwi (NKAI) are being supported by their Peak Body. EOI forms will be also shared with TRN and NKAI to activate this support if not already in place.

Support details

The following types of support have been identified to build leadership and teacher capability in accelerating student progress.

A choice of regional and individual school and kura options are provided. If you have a preferred, alternative type of support for your school or kura, there is a section where this could be added on the EOI form.

Type of Support	Organisational details	Description of support
Leadership PLD (Regional)	• One day with several school and/or kura leaders • In-person • Follow-up online support.	Leadership PLD for regional leaders to come together and discuss what successful acceleration practices look like in schools and kura. Follow up online sessions to answer any queries. Topics to include: • Setting up for success. Scheduling/timetable options • Breaking down the data to determine student need • What is acceleration? • How to implement a school or kura-wide accelerative literacy te reo matatini and numeracy pāngarau plan. • Factors and risks to consider. • Maximising existing staff capability within your school or kura • Monitoring and evaluating success.

Regional Connects (Regional)	• Main focus is acceleration • Keynote speaker • Break-out groups that cover a range of topics • Online attendance option may be available • Use of a teacher-only day or a series of after school sessions.	School and kura-wide PLD for regional teachers and kaiako, school and kura leaders, and leaders of literacy te reo matatini and numeracy pāngarau in a Connect Day to come together and discuss what successful acceleration practice looks like in classrooms. Topics to include: • Defining acceleration • Determining student need with data • What is explicit teaching and how this contributes to acceleration. • Literacy te reo matatini and numeracy pāngarau strategies for all classrooms • Working together as a school to accelerate learning • Evaluating progress, monitoring and adjusting supports.
Literacy Te Reo Matatini Leads and Numeracy Pāngarau Leads (Regional)	• One day with a range of leads • Ongoing communities of practice • Online attendance option available • Teacher release payable.	The main focus is supporting Literacy Te Reo Matatini and Numeracy Pāngarau Leads in schools and kura by providing PLD and supports. This would be a regional approach with one day in person and then ongoing communities of support. Teacher release paid. Topics to include: • Acceleration • The benefits of targeted small group support • Other supports available • Understanding the tiers and creating a school or kura-wide approach • Literacy Te Reo Matatini and Numeracy Pāngarau strategies for each tier • Using data to select target groups • Knowing who and what to target.
Individual whole school or kura PLD (Individual)	• Whole staff PLD for one school or kura • Can be tailored to meet school needs • Covers acceleration, explicit teaching and multi-level classrooms • In-person • Could be delivered as a teacher-only day or a series of after school sessions.	Individual school PLD for whole staff. Help to implement accelerative literacy te reo matatini and numeracy pāngarau practice across the school/kura and in classrooms. This option will have the flexibility for schools and kura to work with providers and determine their own acceleration and explicit teaching PLD needs. Together they can tailor this somewhat to meet the needs of the school/kura. At the providers' discretion. Topics to include: • Importance of unpacking data and telling 'data stories' • Accelerating literacy te reo matatini and numeracy pāngarau, and explicit teaching • Literacy te reo matatini and numeracy pāngarau strategies for their classrooms • Multi-level classroom teaching considerations • Evaluating and monitoring progress.

Individual school or kura group PLD (Individual or regional)	• A group of teachers for example in a department • Can occur across schools and kura • Can be tailored to meet need e.g. just literacy or just pāngarau or just ESOL • In-person or online • Follow up sessions online • Teacher release payable.	Individual group PLD. This could be a group of teachers within a school or kura, or a group of teachers across a range of schools and kura e.g. All HODs English in a regional area. This option will have the flexibility for schools to work with providers and determine their own acceleration and explicit teaching PLD needs. Together they can tailor this somewhat to meet the needs of participants, at the providers' discretion. Teacher release paid. Topics to include: • Explicit teaching • Acceleration • Targeted small group design • Multi-level teaching in one classroom • Literacy te reo matatini and numeracy pāngarau strategies for ESOL
Targeted small group support (Individual)	• 5-6 students in a group • Several groups per school allocated on need • 3 lessons per week for 10 weeks • Teacher release payable.	Targeted small group support that covers literacy te reo matatini and numeracy pāngarau. Pre-prepared lessons designed for reading or writing tuhituhi, pānui and kōrero and numeracy pāngarau. Topics covered are chosen to complement the needs in the NCEA Co-requisite thus for reading or writing tuhituhi, pānui and kōrero they could include: • Making sense of text – comprehension, vocab, text structure and features • Making inferences • Critically analysing • Creating texts for audience and purpose • Writing conventions -structure, sentence constructions, vocab, grammar, spelling and punctuation. And for numeracy pāngarau they will include: • number operations • measurement and navigation • statistics and probability • reasoning and decoding word problems using given evidence.

The process

- Schools and kura will work with regional Ministry staff to determine need and then register their interest in support/s by completing an EOI form.
- Alternatively, schools and kura can access the EOI form and EOI Information sheet online here: [Co-requisite Year 9-10 Support Package | NCEA](#).

- Each school or kura EOI will be given a priority score based on the following metrics –
 - Equity Index
 - Y9-10 roll size in 2026
 - % attainment rates for Common Assessment Activities (CAA) in 2025.
- The information provided by schools and kura in the EOI will be used to understand the needs of schools and procure a provider that can, as closely as possible, match the expressions of interest provided by schools.
- Schools and kura will be notified that they have been included in proposed support/s and asked to confirm their registration. Further contact will then be made by a provider. Schools and kura who express interest and do not qualify for support/s will also be notified.
- The initial support allocations are for the 2027 school and kura year. Registration for 2028 will be requested in October 2027 and will be a streamlined process for those already in the programme.
- The support will have a mid-year intake that is dependent on remaining budget, to give schools and kura maximum opportunity to receive support.
- There is no requirement for schools and kura to reregister in 2028 if they do not wish to do so. They may also change the support requested in 2028, depending on emerging needs.

Guidelines

Targeted small group support

- School and kura priority are to meet the needs of Year 9-10 students and Tau 9-10 ākonga, who are not ready to access Phase | Tūārere 4 of learning of the:
 - English Learning Area of the NZ Curriculum
 - Te Reo Matatini in Te Marautanga o Aotearoa (TMOA).
- Targeted student support should largely take place during school and kura time, in addition to the timetabled Mathematics | Pāngarau lesson and English | Te Reo Matatini lesson and must still allow for access to a broad and balanced curriculum.
- Schools and kura will need to prioritise students who will likely benefit the most from the targeted intervention. Advice and guidance will be given by a provider on how to achieve this.
- Teachers and Kaiako will be provided with accelerated lesson plans for reading and writing | tuhituhi, pānui and kōrero and numeracy | pāngarau, dependent on each school or kura needs.
- A one-day training session will be provided for each teacher and Kaiako involved in delivery and ongoing support sessions throughout the year are also provided.
- As part of their planning for student support, schools and kura should consider other PLD opportunities and resources available to them through the Ministry such as:
 - [Targeted SLA with a focus on Writing Year 7-10 PLD – Professional Learning & Development](#)
 - [Writing Acceleration Supports](#) (Scribo)
 - [English Learning Area for Years 9-10 PLD – Professional Learning & Development](#)

Professional Learning and Development

- Schools and kura should identify their own needs relating to building staff capability in accelerating literacy | te reo matatini and numeracy | pāngarau. The following Ministry tools may help to do this:

- [Literacy and numeracy interventions in secondary schools](#)
- [10 Steps to creating a literacy and/or numeracy intervention plan](#)
- [Intervention Plan Template](#) and [Intervention Plan Template Exemplar](#)

Regional Ministry staff are also available to support with identifying needs.

- Details of each support offered are provided under ‘[The Support Overview](#)’ section. Schools and kura can express their interest in the supports they wish to engage in based on their own identified needs. Some restrictions on the number of schools and kura accessing supports will apply.

Modelling

School A EQI: 520 Roll Size: 1700	14 targeted groups \$44,800 - Principal attending School Leadership PLD - Literacy Lead attending PLD and Communities of Practice - Whole school and kura Regional Connect Day to discuss explicit teaching and how to accelerate literacy te reo matatini - English Department receiving PLD
Kura B EQI: 475 Roll size: 900	- Principal attending School Leadership PLD - Pāngarau Lead attending PLD and Communities of Practice - Whole school and kura Regional Connect Day to discuss explicit teaching and how to accelerate numeracy pāngarau - Pāngarau Department receiving PLD
School C EQI: 510 Roll Size 420	7 targeted groups \$22,400 - Deputy Principal attending Leadership PLD - English and Mathematics Department each receiving PLD
Schools/kura D, E, F, G, H, I, J EQI: 430 - 540 Roll size: 150 - 1500	- All schools and kura sending a leader to the School Leadership PLD - All schools and kura combining for a Regional Connect Day on acceleration and explicit teaching. - All schools Literacy Te Reo Matatini and Numeracy Pāngarau Leads attending PLD and Communities of Practice. - School F, G and H also requested combined ESOL reading acceleration support for ESOL teachers. - School H, I and J also gain access to targeted group support funding from \$16,000 – \$28,800.

Funding and payment

- Teacher release will be paid to schools and kura upon completion of the PLD. The provider will notify the Ministry of attendees which will activate this payment to schools.
- Each small group allocated brings with it 8 days teacher release to deliver the programme. Funding will be paid to schools and kura in April, July and/or September following the receipt of reports on their targeted small groups to the provider. The provider will notify the Ministry when these have been received, which will activate the payment to schools.
- PLD support for Literacy | Te Reo Matatini and Numeracy | Pāngarau Leads in schools and Individual Group PLD have allocated teacher release payments. The provider will notify the Ministry who has attended and when these have been completed, which will activate the payment to schools.

Measuring impact

- Schools and kura will complete a pre- and post-PLD evaluation survey for the purposes of measuring impact. This information will be summarised by the provider and reported to the Ministry.
- For targeted student support, data including baseline and progress of Year 9 and 10 students who are targeted will be collated by schools and kura in a report. This will be submitted to the provider for reporting purposes back to the Ministry.
- Overall, Year 9-10 Co-requisite results for the Event 2 2027 Common Assessment Activity (CAA) will also be used to indicate the success of the PLD in 2027. The results in both events of 2028 will also be indicative of support success.

Important dates

Date	Action
8 Sept 2026	• Bulletin Announcement • EOI for 2027 opens.
20 Oct 2026	• Bulletin reminder issued.
22 nd Oct 2026	• EOI closes at 4pm.
Late Nov 2026	• Schools and kura receive notification of their inclusion in supports and are asked to confirm.
Dec 2026	• Schools and kura confirm registration of supports • Unsuccessful schools and kura will also be notified at this time.
Dec 2026	• Term 4 ends.
Jan/Feb 2027	• Term 1 begins • Intake 1 begins during Term 1.
April/May 2027	• 1st targeted small group payment made following a report submission • EOI for July-Dec 2027 begins.
May 2027	• CAA Event 1 2027.

20 th July 2027	• Term 3 begins • Intake 2 support begins.
July/Aug 2027	• 2nd targeted small group payment made following a report submission.
Sept/Oct 2027	• CAA Event 2 2027 • 3rd targeted small group payment made following a report submission • EOI for 2028 begins.

Further queries should be directed to the following email address:

NCEA.Review@education.govt.nz



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