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The new Mathematics and Statistics Curriculum of New Zealand

We will discuss the general principles about big ideas and competencies that pervade all of the discipline-specific New Zealand curricula and how this has played out in mathematics and statistics. We will then dig down into the statistical strands. Our new statistics curriculum is the most modern and ambitious anywhere internationally and is notable for the development of broad-process rather than detail oriented strands through time. We will discuss how this came to be and the processes whereby the curriculum ended up largely being written by consensus of a fairly large discussion-group representing the statistical profession, academic statisticians, teacher educators and developers, and leading teachers from across the country. We will move on to consider the downstream issues, and dangers, in terms of teacher development and student assessment. Differences between how we were thinking about things in NZ and how you are thinking in Canada will, I hope, be a useful way of triggering some useful discussions.