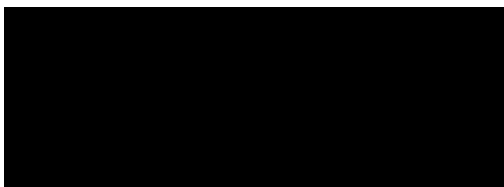




19 AUG 2019



Thank you for your email of 22 July 2019 to the Ministry of Education (the Ministry) requesting the following information:

- *"Why doesn't the Ministry record and keep data on how many schools in New Zealand teach their students New Zealand history, specifically the New Zealand Wars?"*
- *What was the reasoning behind the Ministry of Education's submission to the Māori Affairs select committee on a petition to teach the New Zealand Wars in schools (lodged by Leah Bell and Waimarama Anderson) in which the Ministry opposed compulsory teaching of the New Zealand Wars. Please provide any documentation which shows how the Ministry came to this decision, such as any analysis done, any costs or benefits identified, any research undertaken and any consultation with stakeholders.*
- *What resources and supports are schools and teachers provided with to ensure they are equipped to teach their students comprehensive New Zealand history?"*

Your request has been considered under the Official Information Act 1982 (the Act).

We are releasing to you in full the submission we made to the Māori Affairs Select Committee on 23 March 2016 regarding the inclusion of New Zealand Land Wars in *The New Zealand Curriculum* (NZC). This is included as **Appendix One** to this response. We are refusing your request for any documentation which shows how the Ministry came to this decision under section 18(e) of the Act as the documents do not exist. The submission reflected the function of the NZC and therefore we did not create new documentation to arrive at our position as outlined in the submission.

Guided by the NZC, schools in English-medium settings design their teaching and learning programmes to meet the needs of their students and community. NZC principles of *Te Tiriti o Waitangi* and *Cultural Diversity* require schools to develop a curriculum that:

- acknowledges the bicultural foundations of Aotearoa New Zealand
- offers all students opportunities to acquire knowledge of te reo Māori me ōna tikanga
- reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Additionally the Social Sciences learning area in the NZC requires students to explore the unique bicultural nature of New Zealand society that derives from Te Tiriti o Waitangi, while learning about people, places, cultures and histories within and beyond New Zealand.

While there is a strong expectation for students to learn about New Zealand history, we acknowledge that schools need more resources and guidance on what specific events they should be teaching. As such we are exploring how we can further support schools to teach key events of New Zealand history, including Te Tiriti o Waitangi and the New Zealand Land Wars. We are working alongside other government agencies to create rich, fair and historically accurate resources for our schools.

As part of the Teaching Council of Aotearoa New Zealand's *Code of Professional Responsibility and Standards for the Teaching Profession*, all teachers are expected to understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. The Education Review Office (ERO) regularly reviews schools on the quality of education provided.

The NZC provides a broad framework that gives schools the scope and flexibility to design a local curriculum that is meaningful to their learners, while reflecting the needs and aspirations of their local communities. In doing so they are able to draw on a wide range of local resources, ideas, and contexts to best give effect to the national curriculum. Because of this flexibility in curriculum design, the Ministry of Education is unable to easily collect data on specific topics taught in schools.

In the interim, you may be interested in recently developed resources including: Māori History Guidelines (<http://maorihistory.tki.org.nz/en/programme-design/te-takanga-o-te-wa-maori-history-guidelines-year-1-8/>) and a School Journal story on Te Tiriti o Waitangi (<http://instructionalseries.tki.org.nz/Instructional-Series/School-Journal-Story-Library/Te-Tiriti-o-Waitangi>).

The Ministry is also supporting Tuia 250, a commemoration of the first onshore meetings between Māori and Europeans. This provides an opportunity to speak more openly and respectfully about our collective histories. For more information about Tuia, please visit: <https://www.tuia250.nz/>.

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Appendix One

Submission on Petition 2014/37 of Waimarama Anderson and Leah Bell

To: The Māori Affairs Select Committee

Date: 23 March 2016

From: Peter Hughes, Secretary for Education, Ministry of Education, PO Box 1666, Wellington

Contact: Peter.hughes@education.govt.nz; phone (04) 439 6405

I wish for my Ministry colleagues, Karl Le Quesne, Associate Deputy Secretary, Early Learning and Student Achievement, and Kiritina Johnstone, Group Manager Te Reo Māori, to appear before the Committee to speak to this submission on my behalf.

The Ministry's role

1. The Ministry of Education is the lead advisor to the Government on education, covering early childhood education, primary and secondary schooling across both English Medium and Māori medium settings, and tertiary education. It is the steward of the education system and is responsible for setting the National Curriculum for schools.

Scope and overview of this submission

2. My submission addresses the second recommendation in Leah Bell's and Waimarama Anderson's 8 December 2015 submission that accompanied the petition requesting a national day of commemoration for the New Zealand Land Wars:

"The inclusion of focussed materials into the NZ School Curriculum. Research and formation of materials, both physical and on-line, must be produced as a platform of study for teaching and learning in NZ Early Childhood Education programmes, in NZ Kura and Schools and in NZ Tertiary institutions. Materials such as books and on-line resources must be accompanied by Learning Outcomes and Achievement Standards with relevant activities based on local knowledge bases and contexts."

3. The Ministry congratulates Waimarama and Leah on their initiative and enthusiasm. While the Ministry fully supports their goal of promoting greater awareness of the New Zealand Land Wars in schools, it does not support the above recommendation as a means to achieve this goal.

4. The Ministry notes that a wide range of resources relating to the New Zealand Land Wars already exists both within and outside the education sector and can be used or adapted by schools and kura to develop teaching and learning programmes. A preferable alternative to the petitioners' recommendation is to encourage and support schools and kura to make use of these resources to develop and deliver their own teaching and learning programmes.
5. The National Curriculum sets the direction for schools and kura and provides them with guidance as they design their own curriculum. It provides them with the flexibility to develop New Zealand Land Wars themed teaching and learning programmes across a range of learning areas. The Ministry therefore believes introducing the New Zealand Land Wars as a compulsory subject or topic in either the (English medium) *The New Zealand Curriculum* or (Māori medium) *Te Marautanga o Aotearoa*, the two documents which comprise the National Curriculum, is unnecessary.
6. Requiring schools and kura to teach a specific subject would be contrary to the spirit and underlying principles of the National Curriculum, and would erode the autonomy of Boards of Trustees to determine the content and context of their teaching and learning programmes.
7. The Ministry therefore considers implementing the petitioners' recommendation would be a significant and unnecessary intervention likely to result in significant, negative systemic consequences for the New Zealand schooling sector.

Purpose and role of the National Curriculum in the education system

8. New Zealand has more than 2,500 state and state-integrated schools.
9. New Zealand schools are self-managing through their Boards of Trustees to meet the diverse needs of their learners and the communities they serve. This means they have the flexibility and authority to design their own curriculum — that is, teaching and learning programmes — guided by *The New Zealand Curriculum* for English medium schools, and *Te Marautanga o Aotearoa* for Māori medium schools.
10. The principles underpinning *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, which set the direction for student learning, include supporting students to recognise and value each other's cultures. A further principle is that school curricula should reflect New Zealand's cultural diversity and value the histories and traditions of all of its people.
11. *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* have the following learning areas which schools are required to deliver:
 - English / te reo Māori
 - mathematics and statistics / pāngarau
 - science / putaio

- technology / hangarau
- health and physical education / hauora
- the arts / ngā toi
- learning languages / ngā reo & te reo pākehā
- social sciences / tikanga-ā-iwi.

However, it is up to the Board of Trustees of each school and kura to decide – in consultation with their community – what context and resources they will use when designing their teaching and learning programmes to cover these learning areas.

12. Opportunities therefore already exist within both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* for schools / kura to include New Zealand Land War themes in their teaching and learning programmes, and many are currently doing so. While the theme of New Zealand Land Wars could sit within the Social Sciences learning areas, in particular, Social Sciences and Tikanga-ā-iwi and History, it could also be explored through other areas such as English, Science, Art or Technology.

Why the Ministry does not support the proposal to include the New Zealand Land Wars in the National Curriculum as a compulsory subject or topic of study

13. Introducing the New Zealand Land Wars as a compulsory subject or topic into the National Curriculum would fundamentally change the nature and function of the National Curriculum.
14. The Ministry also cautions that such a move would erode the autonomy of Boards of Trustees to determine their own school / kura curriculum, thereby creating a difficult precedent.
15. In addition, it would fundamentally alter the governance framework under which New Zealand schools and kura operate.

Current Ministry of Education initiatives to support awareness of the New Zealand Land Wars in schools / kura

16. The Ministry's senior secondary (years 11-13) History curriculum has a focus on events of significance to New Zealanders, and therefore readily supports inclusion of New Zealand Land War themes and topics in teaching and learning programmes.

The Māori History Project

17. There are compelling synergies between the Ministry's Māori History project and promoting greater awareness in schools / kura of the New Zealand Land Wars and their significance at both a local and national level.
18. The project aims to:

- a) validate Māori History as New Zealand History and place Māori identity, language and culture at the centre of learning; and
 - b) strengthen and promote the teaching of Māori History in schools and kura by providing opportunities for students to learn about local Māori history, including iwi perspectives, alongside national Māori historical events, to support a shared understanding of place and the land on which we walk.
19. Central to the Māori History project is collaboration and partnership between iwi as the legitimate holders of their own local history, stories and iwi perspectives on these events¹. Teachers who bring curriculum and NCEA assessment knowledge also share a central role in bringing the Māori History project to students
20. The Māori History project could provide an appropriate springboard to promote across a range of learning areas the New Zealand Land Wars and their significance as formative, historical events in partnership with local iwi.

Achievement Standards

21. In their second recommendation, the petitioners call for the development of achievement standards for New Zealand Land War learning areas.
22. Scope already exists within current achievement standards for students to gain credits through studying New Zealand Land Wars themes.
23. For example, in 2013 the Ministry developed new achievement standards for history to align with the learning objectives of the two national curriculum documents. These standards offer history teachers greater flexibility in designing learning programmes that focus on Aotearoa/New Zealand history at a national, regional and/or local level. History achievement standards at NCEA levels 1-3 include the clause "of significance to New Zealanders". This provides an exciting opportunity for history teachers and schools to design programmes to foster greater understanding of local histories, including the New Zealand Land Wars, at a national, regional and local level.

Availability of teaching and learning resources on the New Zealand Land Wars

24. A rich resource pool in both English and te reo Māori exists in the National Library, Archives New Zealand, Heritage New Zealand and Ministry of Culture and Heritage collections, in addition to the many documentaries and movies created by a range of university-based and iwi historians. In addition, the National Library has compiled a vast database detailing the location of national, regional and local resources across the country's GLAM (galleries, libraries, archives and museums) sector. Ngā Taonga Sound and Vision, for example, has a

¹ "Iwi are more than a general stakeholder or interested party. They are acknowledged and valued Treaty of Waitangi partners and key guardians, contributors and sources of knowledge and expertise in terms of delivering on the education needs, interests and aspirations of their tribal affiliates." Para.41, *Whakapūmautia, Papakōwhaitia, Tau ana – Grasp, Embrace and Realise*, Ministry of Education 2011.

rich archive of radio, film and television footage – including the Māori Television archives – which it is actively encouraging schools to access.

25. Further resources are available online across a range of websites, including the Ministry's Te Kete Ipurangi platform, and the NZ History Teachers Association and Te Ara (Encyclopaedia of New Zealand) websites.
26. Any future developments which add to this resource pool, make it more accessible to schools and enable it to be "packaged" into manageable teaching and learning programmes will support greater recognition of the New Zealand Land Wars in schools.

Alternative options to making the New Zealand Land Wars a compulsory subject / topic as a means to promote greater awareness of the Wars through Schools

27. In response to the petitioners' second recommendation, the Ministry suggests four (not necessarily mutually exclusive) alternative options for promoting awareness of the New Zealand Land Wars in schools:
 - i. Promote greater awareness of the historical and national significance of the New Zealand Wars by promoting greater use of relevant resources through existing and well-used Ministry channels such as the Te Kete Ipurangi (TKI) web platform, the *School Journal* and *NZ Education Gazette*, and other vehicles / resource depositories such as National Library and Ngā Taonga Sound and Vision.
 - ii. Continue to support iwi to share their narratives and histories with their local schools / kura and Communities of Learning via the Ministry's Māori History and Supporting Iwi Partnerships projects.
 - iii. Coordinate the creation of English-medium and Māori medium teaching and learning packages in partnership with iwi, historians (including iwi historians) and schools to provide opportunities for enriching local school / kura curriculum and strengthening education partnerships between schools, iwi, and Māori communities and organisations. Such packages could, for example, follow the broad format of the WW100 Curriculum Resources for years 1-13 students which the Ministry progressively released online over 2014-15.
 - iv. Explore options for greater inter-agency collaboration to promote greater awareness of the New Zealand Land Wars and their significance to Aotearoa / New Zealand at both a local and national level.