TE TAKANGA O TE WĀ

This article is an introduction to Te Takanga o Te Wā (TToTW). It explains the focus of the curriculum content, why it is important, information you should know, and the role of the school board in implementing Te Takanga o Te Wā in your marau ā-kura.

# What is Te Takanga o Te Wā?

Aotearoa New Zealand is on a journey to ensure

that all ākonga in our schools and kura learn how our histories help shape our lives. Through the Te Takanga o Te Wā curriculum content, ākonga will develop their under-standing of the perspectives and experiences of a diverse range of New Zealanders, helping them in the development of critical thinking skills.

The new curriculum content looks different in

*Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. *Aotearoa New Zealand’s histories* refers to the new curriculum content for schools or kura who align their teaching to *The New Zealand Curriculum*. *Te Takanga o Te Wā* is the new curriculum content for kura and schools who align their teaching with *Te Marautanga o Aotearoa*.

Te Takanga o Te Wā has been developed to reflect the direction of the redesign of *Te Marautanga*

*o Aotearoa*. As *Te Marautanga o Aotearoa* goes through the process of redesign, the content for

Te Takanga o Te Wā may evolve as a result. This is the first learning area that integrate the ākonga-centred conceptual framework of Te Tamaiti Hei Raukura.

The guiding framework for the redesign of

*Te Marautanga o Aotearoa* is Te Tamaiti Hei Raukura. Te Tamaiti Hei Raukura is a conceptual framework composed of four core aspects that, according to

te ao Māori, cannot be left to chance, recognising ākonga as ‘he uri whakaheke’ (as a descendant), ‘he tangata’ (as a person), ‘he puna kōrero’ (as a communicator), and ‘he ākonga’ (as a learner).

# Why is Te Takanga o Te Wā important?

Te Takanga o Te Wā will sit in *Te Marautanga o Aotearoa* to support and equip ākonga with the tools, skills, and knowledge to confidently understand who they are and where they stand in their own world, and in the wider world. Te Takanga o Te Wā aims to ensure that ākonga attain critical skills that develop in sophistication as they move through their learning journey. These skills will support ākonga as uri whakaheke (descendants),

who bring with them their own unique backgrounds and ancestral stories. This means that ākonga understand their own identity as Māori in Aotearoa, while also encouraging them to learn about the people, events, and influences that have contributed to shaping Aotearoa.

# What is the key information I need to know?

All kura are to implement and teach Te Takanga o Te Wā from the beginning of the 2023 school year. While our

kura may already have quality learning in place on our country’s histories, Te Takanga o te Wā will contribute to marau ā-kura to meet the aspirations of ākonga and their whānau. **To ensure a smooth transition, all kura are expected to begin planning the implementation of the curriculum content in 2022 and use in 2023.**

Your kura will need time to develop their marau ā-kura. It is important for you to read and understand the curriculum content, to consult with your whānau, hapū, iwi and communities, and then plan and update your marau ā-kura to ensure it includes Te Takanga o Te Wā curriculum

content. There are tools, resources, and professional learning opportunities to support this process.

The new curriculum content will not prescribe accounts or versions of histories. Rather, kura and schools can use *Te Marautanga o Aotearoa* to support the design of marau ā-kura. Kura will decide which local contexts, historical events, sites, and people they would like their ākonga to explore,

and how these are linked into the national context.

# What is included in Te Takanga o Te Wā curriculum content?

## THE ESSENCE OF TIKANGA Ā-IWI

As stated in *Te Marautanga o Aotearoa*, Tikanga ā-Iwi develops ākonga knowledge and understanding of people, places, and events.

## NEW STRAND

Te Takanga o Te Wā content is not replacing Tikanga ā-Iwi. It has been added as a new strand that sits alongside the existing four strands that make

up Tikanga ā-Iwi. Te Takanga o Te Wā provides opportunities for big ideas about history to be explored. It will support kaiako and ākonga to expand their knowledge, develop critical historical skills and learn about Aotearoa New Zealand’s histories.

## TE TĪREWA AKO MŌ TE TAKANGA O TE WĀ

Tīrewa ako are teaching and learning guides for kaiako and ākonga. They can be used to plan and track ākonga progress through their learning pathway. As

a teaching and learning support, they will represent contexts or subjects of learning. Te Takanga o Te Wā, as a new strand within Tikanga ā-iwi, will be

showcased in a Tīrewa ako. This will ensure progressions are in place to guide ākonga and kaiako through learning and teaching of the histories content.

Included in Te Tīrewa Ako mō Te Takanga o Te Wā are whāinga (progressions), aronga (focus areas), and tirohanga (aspects).

## NGĀ WHĀINGA

The four whāinga within Te Takanga o Te Wā are:

* I know who I am and where I am from
* I know the history of the rohe I live in
* I know our connections with other areas
* I know the histories of Aotearoa.

## NGĀ ARONGA

Each whāinga have two aronga that form the context for Te Takanga o Te Wā learning:

1. Tōku Tū i Te Ao (My place in the world)
2. Pou Herenga (My connections to people, places, and events)

## NGĀ TIROHANGA

The tirohanga through which learning is expressed are *Whakapapa*, *Kaitiakitanga*, *Mana Motuhake*,

*Whanaungatanga*, and *Tūrangawaewae.* These are implicit throughout the four whāinga. They can sit independently, or together, lending themselves to a framing for inquiry questions.

# What is your board’s role in all of this?

One of the obligations of school boards includes implementing Te Takanga o Te Wā curriculum content into your marau ā-kura. The board can work with the tumuaki and the leadership team to:

* Include Te Takanga o Te Wā in the strategic plans and goals of your kura
* Consult and partner with your whānau,

local iwi, hapū and community to understand their aspirations for learners and incorporate these in your marau ā-kura

* Develop a plan to support kaiako to deliver this learning in a way that is physically and emotionally safe for all ākonga and staff
* Ensure kaiako are aware of the resources and professional development opportunities available to support the implementation, and

that your board has considered the implications for your school budget of Te Takanga o

Te Wā in their classroom programmes.

# Questions to ask your Tumuaki and Kaiako

The questions below are suggestions to get you started on working with your tumuaki and leadership team to incorporate Te Takanga o Te Wā into your marau ā-kura:

1. How do we strategically plan for effective engagement with our whānau, hapū, and iwi to maximise ākonga learning success?
2. How do we ensure that our marau ā-kura gives every ākonga access to the knowledge and histories of their own whakapapa, our rohe and Aotearoa?
3. How do we ensure that whānau, hapū and iwi can participate in the development of our marau ā-kura to include Te Takanga o Te Wā, and make sure that our marau ā-kura reflects their contributions?
4. In what ways do we already teach

Te Takanga o Te Wā and how can we identify the areas that we could strengthen?

1. How will we work with whānau, hapū and iwi to align the learning experiences at school with learning experiences at home?
2. How will we include whānau knowledge and expertise of Te Takanga o Te Wā to support classroom learning and teaching programmes?
3. How will we ensure that we look after the emotional wellbeing of ākonga, kaiako, whānau, hapū and iwi when learning and teaching Te Takanga o Te Wā?

# Te Takanga o Te Wā curriculum checklist

The following list is to support the steps you take to incorporate Te Takanga o Te Wā in your marau ā-kura

1. Kaiako and staff have been given time to understand Te Takanga o Te Wā curriculum content in *Te Marautanga o Aotearoa*
2. Your marau ā-kura has been designed with your community, including whānau, iwi and hapū, where these groups are ready and have capacity to engage with your kura
3. Kaiako and staff are aware of and can take opportunities to develop their skills and knowledge to support their learning and teaching of Te Takanga o Te Wā
4. Your marau ā-kura:
   1. Includes critical local histories as defined by iwi and hapū in your rohe
   2. Reflects local tikanga Māori, mātauranga Māori, and te ao Māori
   3. Includes the hopes and aspirations of whānau
   4. Provides opportunities for all ākonga

to attain their highest possible standard in educational achievement.

# Related Resource Hub Articles

* Marau ā-kura and Local curriculum design
* *Te Marautanga o Aotearoa*
* Te Tiriti o Waitangi
* Education and Training Act (2020)
* Planning a curriculum consultation

# Other resources

* Curriculum document (link not yet available)
* Kauwhata Reo ([Te Takanga o Te Wā](https://kauwhatareo.govt.nz/mi/kaupapa/te-takanga-o-te-wa))

