

Hui 3: Big change ideas

30 November 2022, Summary

Hui focus

The third online hui for 2022 included an introductory overview of the big change ideas to *Te Marautanga o Aotearoa*, an overview of the changes in the refresh of *The New Zealand Curriculum* (NZC) for English, more about the *Literacy & Communication and Maths Strategy* as well as overview of the Common Practice Model.

Post hui session overview

Session 1

Big change ideas to
Te Marautanga o Aotearoa

Presenter

Mandy Bird
Senior Manager
Te Uepū Reo Māori
Te Tāhuhu o te Mātauranga

Session 1 provided an overview of the big change ideas happening with *Te Marautanga o Aotearoa*.

Mandy Bird presented an overview of the redesign of *Te Marautanga o Aotearoa*, including the whakapapa and the significance of the redesign. Based on the conceptual framework *He Tamaiti Hei Raukura*, the redesigned *Te Marautanga o Aotearoa* will create a curriculum that stems from a Māori worldview, reflecting Māori values and what whānau want for their tamariki as Māori and global citizens. Ākonga are at the forefront of the redesign, which uncompromisingly adheres to the central position of the ākonga, their whānau, hapū, iwi, te reo and tikanga Māori.

This overview included an introduction to Te Tīrewa Marautanga (a proposed new National Curriculum) and the elements that make up the complete Tīrewa. In conjunction with the Tīrewa, and as an integral part of it, the four Pou were explained. These were described as the competencies required to position ākonga positively for their future as contributors to their own whānau, hapū, iwi, and the world.

For further information on the redesign of *Te Marautanga o Aotearoa*, see [here](#)

Session 2

Update on the refresh of
the NZC English learning area

Presenter

Chris Carr
Learning Area Lead Writer -
English

Rebecca Jesson
Associate Professor, Faculty
of Education and Social Work,
Curriculum and Pedagogy
University of Auckland

Susan Sandretto, Associate
Professor, College of Education
University of Otago

Session 2 provided an overview on the refresh of the NZC for the English learning area. This included navigating the progression of the Progress Outcomes, key shifts in the English content area, and features of the draft.

Rebecca Jesson, Susan Sandretto, and Chris Carr spoke on the intention of the English learning area refresh, exploring key elements of the design and how these reflect the broader Te Mātaiaho framework. The group discussed possible implications of these changes for initial teacher education (ITE), both in terms of programme design and challenges for ākonga.

For further information on the changes to the NZC, see [here](#)

Hui 3: Big change ideas

30 November 2022, Summary

Session 3

Literacy & Communication and Maths Strategy and the Common Practice Model

Presenter

Giles Panting
Senior Manager
Te Tāhuhu o te Mātauranga

Session 3 provided an overview of the purpose of the *Literacy & Communication and Maths Strategy*, as well as the Common Practice Model.

Giles Panting reiterated the drivers and intent of the *Literacy & Communication and Maths Strategy*. This included an overview and explanation of the work that is already underway (such as the development of a Common Practice Model which will identify the principles and pedagogies that underpin positive learner outcomes), and the plan of activity for 2023. ITE participants were then invited through discussion to identify opportunities and challenges for their organisation (relevant to the Common Practice Model), and to feedback on support that they might need from the Strategy team to prepare new teachers for the workforce.

For further information on the *Literacy & Communication and Maths Strategy*, see [here](#)

Key agreed outcomes from this hui



To raise awareness that *Te Marautanga o Aotearoa* is being fully redesigned, and that there will be significant changes to teaching and learning in kura kaupapa Māori as a result.



To raise awareness of the broad directions for travel of the English learning area refresh and the implications this may have for ITE.



To begin to explore the opportunities and potential challenges with ITE in terms of partnering as we implement the Common Practice Model.