

The refresh of The New Zealand Curriculum - get involved!

Kia ora, Kia Orana, Mālō e lelei, Talofa lava, Mālō nī, Fakaalofa lahi atu, 안녕하세요, 大家好, नमस्त् and warm greetings.

In Aotearoa New Zealand, let's have a future where every child experiences success in their learning.

Over the next five years, we're refreshing *The New Zealand Curriculum*. It's vital that all ākonga experience a sense of wellbeing and belonging in their schooling. This refresh will support teachers to design curriculum that fits the uniqueness of every learner - so that every child's progress and achievement is responded to and celebrated.

The refreshed national curriculum will provide a greater sense of what progress looks like, and the learning that matters. We will all have clarity about the learning that ākonga should experience across the curriculum - what is important to understand, know, and do. This clarity will strengthen partnerships between teachers, kaiako, and leaders to work with ākonga, their family and whānau, and the wider community including hapū and iwi to develop rich and relevant local curriculum.

We are intent on empowering teachers and leaders to ensure every young person leaves school with the skills, capabilities, and knowledge they need to fulfil their potential.

The Kōrero Matauranga | Education Conversation gave us a detailed picture of the inequities and barriers faced by ākonga, their families and whānau. This, alongside the recommendations from the Curriculum, Progress and Achievement Ministerial Advisory Group, provided us with clear direction from you about what works, and the changes needed in the areas of curriculum, teaching and assessment.

We want to make sure that the needs of all ākonga are considered in this refresh, and that we engage with your collective wisdom, knowledge, and expertise on these changes. Check out the indicative timeline for opportunities to get involved!

**It's time to make a shift.
Be part of the change!**

We want the best for all ākonga, and future generations.

To create this future, the goals for *The New Zealand Curriculum* refresh and support for teaching and learning are to:

- 1 Honour** our mutual obligations to and through **Te Tiriti o Waitangi**
- Create curriculum that is **inclusive** so that all **ākonga** see themselves, and succeed in their learning
- Make sure *The New Zealand Curriculum* is **clear** about the learning that matters
- Make sure *The New Zealand Curriculum* is **easy to use** for teachers.



Here's a snapshot of what's changing

From current 2007 *New Zealand Curriculum*

To all parts of *The New Zealand Curriculum* will be updated to reflect the goals of the refresh

Vision for Young People, purpose, and principles.

The vision, purpose, and principles will provide a call to action to design responsive local curriculum - to support all ākonga to succeed in their learning.

Learning area statements describe the knowledge and skills that are important to each of the eight learning areas, but they are not consistent or clear about the learning that must be covered.

All learning areas will be refreshed and made clear about the learning that matters in a consistent 'Understand, Know, Do' framing. This will support schools to design local curriculum and make it easier to integrate learning from across the curriculum.

Learning area statements are not clear how they support the development of Mātauranga Māori, key competencies, literacy, and numeracy.

Knowledge derived from Te Ao Māori will sit at the heart of each learning area, along with other knowledge-systems that reflect the cultural uniqueness of Aotearoa New Zealand. Each learning area will contain and be explicit about how it contributes to ākonga development of key competencies, literacy, and numeracy - meaning teachers can focus on teaching, learning and progress for every child.

The curriculum levels are not clear on progression. Each Learning Area has Achievement Objectives but these are not clear on showing progress, are inconsistent in their size and importance, and are therefore difficult to use when designing local curriculum that support ākonga progression.

Curriculum levels will be redefined as progressions, and progress outcomes will replace Achievement Objectives. Progression will be shown as five phases of learning. Each Learning Area will have one progress outcome per phase so that it is easy to see the next focus.

The guidance section (this includes 'The School Curriculum Design and Review, Effective Pedagogy') is based on 2007 known best-practice.

The guidance will be updated to reflect the goals of *The New Zealand Curriculum* refresh, using latest evidence, research, and emerging best practice.

Teachers and kaiako use a range of methods to understand, respond to, and provide feedback on each students' progress and achievement across the curriculum. Schools and kura have flexibility around assessment practices and discretion on the assessment tools they use. The Ministry provides a range of supports for this.

To better support learner's progress and achievement, digital Records of Learning (RoL) for all ākonga are being developed in line with the refresh. These records of learning will be collaboratively generated by ākonga, whānau and teachers. RoL will support teachers more easily respond to the learning needs of young people, recognising their unique identities, aspirations, and achievements. Ongoing focus will be to strengthen assessment tools. The current PLD priority of assessment for learning to support practice will continue.

While the familiar features of *The New Zealand Curriculum* are staying, more change (what gets taught and how) in some areas will be needed to meet the goals of the refresh.

Alongside these changes we will provide capability building support and useful resources and tools to all leaders, teachers and kaiako, for them to design rich meaningful local curriculum with all ākonga, their families, whānau and communities.

National Curriculum

Local Curriculum



What is National Curriculum?

In the context of school settings across Aotearoa, ***The New Zealand Curriculum*** sets out the expectations and requirements for teaching and learning. It contains the learning that all ākonga should experience in New Zealand schools.

What is Local Curriculum?

Local Curriculum is how to interpret and present ***The New Zealand Curriculum*** to ākonga in schools, making it relevant to their current and future lives - their strengths, aspirations and needs.

School leadership work out how to shape their local curriculum by collaborating with ākonga, parents, whānau, hapū, iwi and their wider community.

The purpose of Local Curriculum is to be explicit and intentional in delivering teaching and learning to meet the needs of ākonga and their families and whānau.

"By working together, we can all create the necessary shifts needed so that all ākonga succeed in their learning"

Pauline Cleaver

Associate Deputy Secretary,
Curriculum, Pathways & Progress |
Te Poutāhū (Curriculum Centre)



Refreshing *The New Zealand Curriculum*

WHAKAPAPA AND INDICATIVE TIMELINE

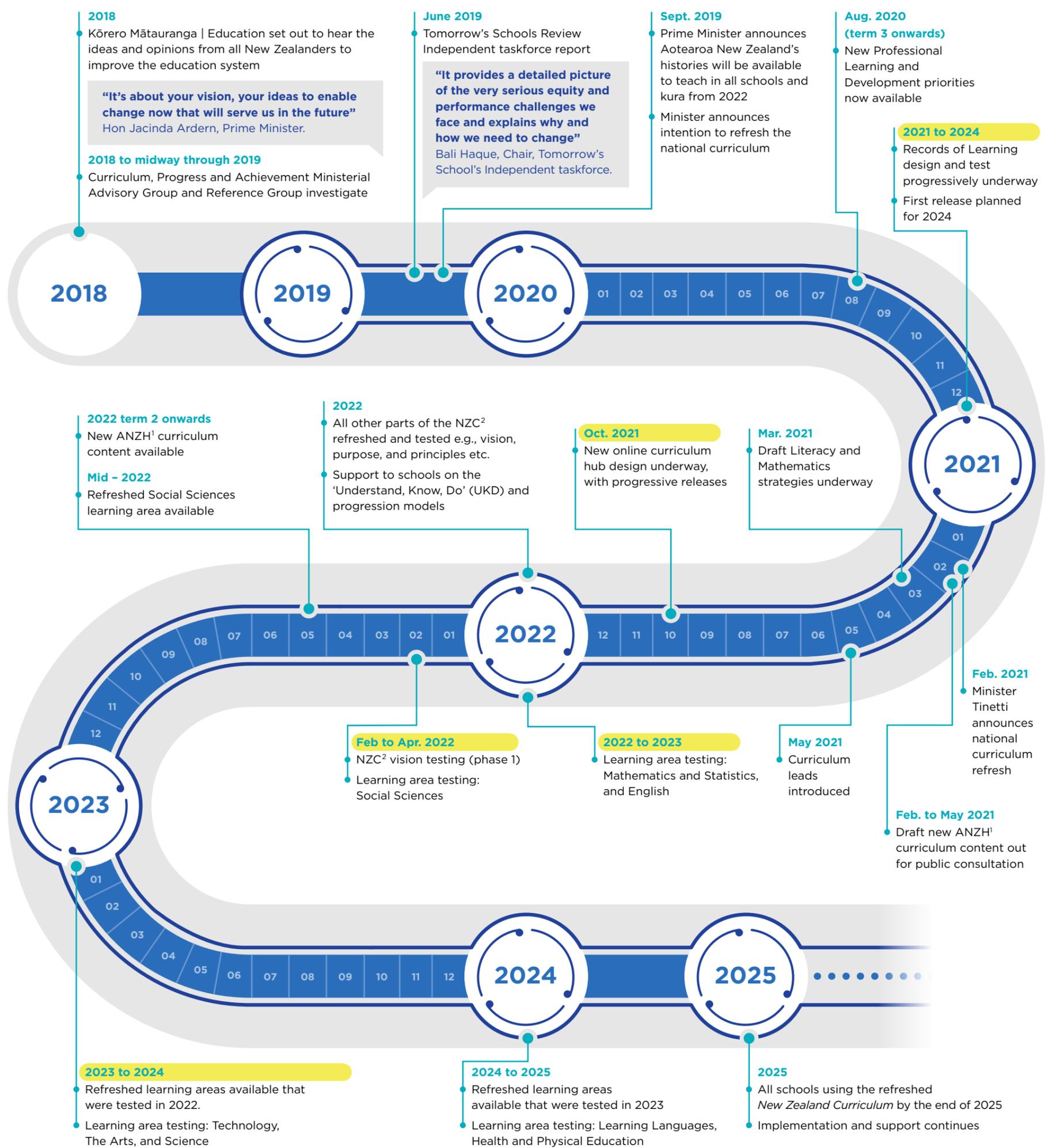
Significant change to the national curriculum for schooling is needed to make it equitable and fit for purpose now and in the future. The crucial areas needing the greatest change were being clear about the important learning that all ākonga need, and honouring Te Tiriti o Waitangi.

Throughout the refresh we are also seeking views from ākonga, parents and whānau, and the wider community including hapū and iwi as well as business and employers. Take a look at the indicative timeline for opportunities to get involved.

Make sure you check out [education.govt.nz](https://www.education.govt.nz) where we will be posting updates, videos, and more information about the groups of people that we are working with and more about the changes.

FUTURE OPPORTUNITIES TO GET INVOLVED IN TESTING

As areas are refreshed and curriculum supports are introduced, they enter a cycle of continuous improvement.



1 Aotearoa New Zealand’s histories (ANZH)
2 The *New Zealand Curriculum* (NZC)

Please note: Due to the current context of the Covid 19 pandemic, this timeline may change.