

Education Report: Update on the refresh of *The New Zealand Curriculum* and the redesign of *Te Marautanga o Aotearoa*

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education		
Date:	9 March 2023	Priority:	High
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Purpose of Report

The purpose of this paper is to update you on sector and public engagement on *Te Mātaiaho* | the refreshed framework for *The New Zealand Curriculum* (NZC), the draft refreshed Mathematics & Statistics and English learning areas, and the redesign of *Te Marautanga o Aotearoa* (TMoA). This paper also seeks your agreement to Te Poutāhū testing an updated draft of *Te Mātaiaho* with the sector and the public from 17 March to 12 May this year.

Summary

1. *The New Zealand Curriculum* (NZC) is being refreshed to support every child to experience success in their learning, and that their progress and achievement across the full educational pathway from Years 1-13, is responded to. The refreshed curriculum content is being developed and released in phases, with the intention that schools will be using the fully refreshed NZC from the beginning of 2026.
2. From 28 September to 2 December 2022, we sought feedback from the sector, ākonga and their whānau, communities, PLD providers, government organisations and agencies on *Te Mātaiaho* | the refreshed framework for the NZC, the Mathematics & Statistics and English learning areas and the implementation pack.
3. There is broad support for the overall design of *Te Mātaiaho*. However, the feedback indicates the content needs to be clearer. For Mathematics & Statistics and English, there were questions about the level of detail, and many respondents questioned why the Mathematics & Statistics learning area didn't align better with the refreshed English and Social Sciences learning areas.
4. We also sought feedback on a draft implementation pack for leaders of schools and cluster, including Kāhui Ako. We wanted to know whether the information provided helped

schools to feel confident about where they might start with the refresh, and also what additional types of guidance they might need to support them to implement the refreshed content.

5. This paper seeks your agreement to test an updated draft of *Te Mātaiaho* (see Annex 1) with the sector and the public from 17 March to 12 May. These dates align with the period schools can use for the first of the additional 2023 Teacher Only Days to support the Curriculum Change Programmes. This is also when we propose sharing Phase 1 of the draft Common Practice Model (CPM), for literacy & communication and maths with the sector. Phase 1 of the CPM comprises the principles and pedagogical approaches. A separate paper has been provided to you seeking your agreement to share phase 1 of the CPM with the sector [METIS 1303343 refers].
6. When we went out for feedback at the end of 2022 on the refreshed English and Mathematics & Statistics learning areas, we trialled a literacy & communication and mathematics 'Progress Step', which covers the first six months of schooling to support the first phase Progress Outcome¹ of the refreshed Mathematics & Statistics and English learning areas. The Progress Steps indicate essential, time sensitive aspects of mathematics and statistics, literacy and communication progression within each of the phases of learning, as outlined in the *Literacy & Communication and Maths Strategy*.
7. We have now developed a full set of Progress Steps for the first phase (Years 0-3) of the English (see Annex 2) learning area and the first two phases (Years 0-3 and 4-6) of the Mathematics & Statistics learning area (see Annex 3). For English, the evidence for time-critical outcomes that can be expected of most learners becomes scarce after Year 3. This means that there are three steps for literacy and communication and that these stop after Year 2. After these three steps, all progression is described within learning area progress outcomes. These Progress Steps will be 'fast tested' with approximately 40 schools in the second half of March, alongside the Phase 1 release of the CPM. As part of the 'fast testing', we will determine if further steps are needed for English.
8. We expect to be able to release the Mathematics & Statistics and English learning areas on 9(2)(f)(iv). We had previously indicated that they would be ready for use from the end of Term 1, but the timeframe for availability has been pushed back due to the additional feedback loops, alignment with work on the LCM Strategy, and to give schools and kura the change to engage with the drafts during the term 2 Teacher-Only Day. *Te Mātaiaho* | the refreshed framework for the NZC (with Social Sciences, Mathematics & English included) is intended to be released on 9(2)(f)(iv).
9. The refresh of The Arts, Science and Technology learning areas is under way. Engagement on the draft refreshed Arts, Technology and Science learning areas is currently scheduled for August-September this year. We will update you on progress on the refresh of these learning areas and the plan for engagement in July.
10. In December, we sought your agreement to *Te Tīrewa Marautanga* as the new title and framework for the national Māori medium curriculum. We are progressing work with the Education Review Office Te Uepū ā Motu on evaluating the current status, levels, and stages of marau ā-kura, including what good practice looks like and the challenges kura experience during implementation. We are currently progressing procurement of Lead Writers for Te Tīrewa Marautanga. We are aiming to complete the writing of the eight Tīrewa Mātāmua by the end of 2023.

¹ In *Mātaiaha* (supporting progression), there are five phases of learning (Progress Outcomes): Years 0-3, Years 4-6, Years 7-8, Years 9-10, and Years 11-13

Recommended Actions

The Ministry of Education recommends you:

a. **note** that we have updated the draft of *Te Mātaiaho* | the refreshed framework of the NZC in response to feedback from the sector and the public from engagement at the end of 2022, and added the components that were incomplete in the previous draft

Noted

b. **agree** that we test the updated draft of *Te Mātaiaho* [Annex 1] with the sector and the public from 17 March to 12 May

Agree Disagree

c. **note** that we have updated the 'Requirements for Boards' statement and supporting diagram for *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to reflect and clarify current expectations of Boards

Noted

d. **note** that we have analysed and responded to feedback on the Mathematics & Statistics and English learning areas, but updated versions are not yet available as the Progress Steps are still in development

Noted

e. **note** that we will 'fast test' the Progress Steps for the first phase of the English learning area [Annex 2] and the first two phases of the Mathematics & Statistics learning area [Annex 3] with the sector in the second half of March

Noted

f. **note** the refreshed Mathematics & Statistics and English learning areas are now planned to be released in ^{9(2)(f)(iv)} and *Te Mātaiaho* | the refreshed framework of the NZC is now planned to be released in ^{9(2)(f)(iv)}

Noted

g. **note** that sector engagement on the draft refreshed Arts, Technology and Science learning areas is currently planned for term 3, and we will update you on our proposed approach in July

Noted

h. **note** the progress on the redesign of *Te Marautanga o Aotearoa* and that we will report back to you at the end of April on progress on the redesign

Noted

i. **agree** that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Agree Disagree

Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

09/03/2023

Hon Jan Tinetti
Minister of Education

11/03/2023

Proactively Released

Background

1. In December 2020, you agreed to the scope, process, and approach for changes to *The New Zealand Curriculum* (NZC) and *Te Marautanga o Aotearoa* (TMoA) so that all ākonga have access to an education that responds to their needs, that sustains their identities, languages and cultures, and so that they are able to progress and experience success in schooling [METIS 1246277 refers]. Te Poutāhū | Curriculum Centre is working alongside the sector, communities, and iwi to progress this work.
2. To better support schools to provide rich and responsive learning, the goals for the refresh of the NZC are to:
 - 1) support teachers to give effect to Te Tiriti o Waitangi and create curriculum that is inclusive so that all ākonga see themselves and succeed in their learning
 - 2) make sure the NZC is clear about the learning that matters
 - 3) make sure the NZC is easy for teachers and kaiako to use.
3. The refreshed NZC content is being developed and released in phases, with the intention that all schools and kura will be using the fully refreshed NZC from the beginning of 2026.
4. Implementation of the refreshed content began with Aotearoa New Zealand's histories (ANZH). The new ANZH content was released in 2022 with the expectation that it be taught in schools and kura from the beginning of 2023. In November the refreshed Social Sciences content, which is where ANZH sits, was released for schools and kura to begin using [METIS 1297902 refers].
5. It is important for schools and kura to move towards using *Te Mātaiaho*, the new NZC framework and refreshed learning areas, rather than leave all implementation to 2026. As *Te Mātaiaho* and the refreshed learning areas are released, schools and kura will be supported to begin implementing them into their local curriculum.
6. In September, we sought your agreement to test the draft *Te Mātaiaho* and the draft refreshed Mathematics & Statistics and English learning areas with schools and focus groups, alongside our proposed implementation package [METIS 1294869 refers].
7. Some components of *Te Mātaiaho* were still in development when we sought feedback at the end of 2022. These include:
 - a. *Mātaioho*, which focuses on the role national curriculum plays in local curriculum design
 - b. *Mātaiahikā*, which focuses on the obligation to learning through relationships with mana whenua and local communities.
 - c. *Requirements for Boards*
 - d. the *Glossary*.
8. Similarly, the 'Progress Steps' within phases of learning of the refreshed Mathematics & Statistics and English learning areas had not been fully developed when we engaged with the sector and public at the end of 2022. When we went out for feedback at the end of 2022, we trialled a mathematics and a literacy & communication progress step which covers the first six months of schooling to support the first phase Progress Outcome in the refreshed Mathematics & Statistics and English learning areas, respectively.
9. We have now developed a full set of Progress Steps for the first phase (Years 0-3) of English and the first two phases (Years 0-3 and 4-6) of Mathematics & Statistics. For

English, the evidence for time-critical outcomes that can be expected of most learners becomes scarce after Year 3. This means that there are three steps for literacy and communication and that these stop after Year 2. After these three steps, all progression is described within learning area progress outcomes. While the Progress Outcomes describe what ākonga should Understand, Know, and Do at each phase of learning, the Progress Steps indicate essential, time sensitive aspects of mathematics and statistics, literacy and communication progression *within* each of these phases. This will be supported by the Common Practice Model (CPM), the first phase of which we are engaging with the sector on at the same time. The CPM aims to bring clarity and consistency to the way that educators teach literacy & communication and maths across early learning and schooling.

10. These components of *Te Mātaiaho* and the refreshed learning areas are now complete and ready for further engagement. As we informed you last year [METIS 1294869 refers], we intend to go out for further feedback on the completed *Te Mātaiaho*, and to 'fast test' the Progress Steps in the Mathematics & Statistics and English learning areas from 17 March to 12 May of this year. This will give more schools and kura the opportunity to engage with and tell us what they think about the draft content, and to see the draft Progress Steps alongside the first phase of the CPM. As part of the 'fast testing', we will determine if further steps are needed for English. School and kura can utilise the term 2 Teacher-Only Day to come together and engage with this work.

Te Mātaiaho | the refreshed framework for the NZC

What we heard from September-December engagement

11. There is broad support from schools for the overall design of *Te Mātaiaho*. However, the feedback indicates the content needs to be clearer. The majority of respondents supported *Mātaireā* (supporting progression) as providing a holistic view of ākonga that is mana enhancing. However, a large number of comments demonstrated that there was confusion about the function of progression phases in *Mātaireā* and the progress outcomes in *Mātaiaho* (the learning areas). The comments also suggested that there was misunderstanding of the key role of pedagogy and assessment practices to use these features to support a diversity of learners within a classroom.
12. Schools largely agreed that the draft *Te Mātaiaho* is responsive to learners and honours Te Tiriti o Waitangi. Also supported, but to a slightly lesser degree, that it is inclusive. These were also the features most liked about the draft.
13. Although the draft *Te Mātaiaho* was largely considered to give effect to Te Tiriti o Waitangi, the framing of 'Te Tiriti' as shorthand to refer to both the Māori and English versions of the document was challenged.
14. Schools were ambivalent as to whether *Te Mātaiaho* was clear and easy to use. Increased clarity was asked for in the progressions model, wording, visual design, and support for implementation. There is a pattern among school responses, whereby rates of agreement with this statement decreased as year group focus level increased (as did number of responses).
15. Feedback from the public showed similar themes to schools about *Te Mātaiaho*, although satisfaction levels were lower than that of schools. However, a similar pattern emerged with the strongest levels of agreement being that *Te Mātaiaho* gives effect to Te Tiriti o Waitangi and is responsive, with slightly less agreement on its inclusiveness. The lowest levels of agreement were on the curriculum's clarity and ease of use.

16. Youth responses show high levels of satisfaction across all areas of *Te Mātaiaho* and emphasised the importance of schools prioritising student's sense of wellbeing in their comments. Ninety-one percent said they could see their identity and culture and their learning is valued. Ninety percent agreed that the Vision statement describes what is important to them, their friends, whānau and community.

How we're responding for the next round of engagement

17. Concerns from both schools and the public around the content's clarity and ease of use have been addressed through a robust review of the content so that plain language is used to make clear the intention (the 'why', 'what' and 'how') of the changes and how the components of the whakapapa work together to create this coherent narrative. In terms of feedback that indicated that there was confusion about the function of progression phases in *Mātairea* and the progress outcomes in *Mātaiaho*, we have reviewed the entire content and visuals of *Mātairea* to better articulate the intent.
18. The ordering and sequence of content within the framework has been reconsidered to maximise the clarity, logic, and coherence.
19. Our engagement so far has given us useful insights into the perceived implementation challenges. To reflect the identified challenges, implementation support is focusing on guidance related to building authentic relationship with local tangata whenua, on mātauranga Māori and cultural and inclusive awareness, and on the use of progressions to plan and design learning, and to assess and report on progress.

Requirements for Boards – The New Zealand Curriculum and Te Marautanga o Aotearoa

20. The Requirements for Boards section had not been completed when we engaged with the sector and the public at the end of last year. Both the current NZC and TMOA include a diagram outlining the legislative framework for the curriculum and a Statement outlining Board Requirements to implement curriculum within schools and kura. These became out of date on 1 January 2023² and we have now updated this section in *Te Mātaiaho* for the NZC (see Annex 1) and the current version of TMOA (see Annexes 4-5).

The Learning Areas – Mathematics & Statistics and English

What we heard from September-December engagement

21. For the Mathematics & Statistics and English learning areas, most people liked the Purpose Statement, Important Considerations and the Understand, Know, Do (UKD) Overview.
22. Many respondents questioned why the Mathematics & Statistics learning area looked different from the refreshed English and Social Sciences learning areas. They wanted this learning area to be better aligned with the other refreshed learning areas.

² From 1 January 2023:

- Boards' responsibilities for schools planning and reporting changed with the expiry of the National Education Goals (NEGs) and the National Administration Guidelines (NAGs) and the coming into effect of sections 90, 134, 138-146, 164, 165 and 174 of the Education and Training Act, 2020
- Schools and kura are required to implement the teaching and learning of Aotearoa New Zealand's histories or Te Takanga o Te Wā as part of their local curriculum and marau ā-kura (Gazette Notice 2022-go4492).

23. For both learning areas, people asked that the concepts be clearer, both in plain, more consistent language (e.g., the use of particular phrases) and layout.
24. There were questions about the level of detail in both learning areas, with some people wanting more, and others being concerned the detail would lead to 'check lists' and not enough time to learn the content.
25. For both learning areas, people told us some of the content was too challenging for a particular phase of learning.

How we've responded for the next round of engagement

26. Changes to both learning areas have focused on providing greater cohesion and consistency across the documents, representing quite a big change from the draft Mathematics & Statistics learning area.
27. To better align with the refreshed English and Social Sciences learning areas, the Mathematics & Statistics learning area now has:
 - conceptually based UNDERSTAND big ideas
 - KNOW contexts with less content
 - DO practices that clearly progress.
28. For both learning areas, the Progress Outcomes for each phase are about the same size.
29. For both learning areas, there has been a 'plain language and consistency' review and update, and a glossary has been provided for any words that could potentially confuse non-specialist teachers.
30. We have now developed a full set of Progress Steps for the first phase (Years 0-3) of English (see Annex 2) and the first two phases (Years 0-3 and 4-6) of Mathematics & Statistics (see Annex 3) which will be 'fast tested' in the second half of March. For English, the evidence for time-critical outcomes that can be expected of most learners becomes scarce after Year 3. This means that there are three steps for literacy and communication and that these stop after Year 2. After these three steps, all progression is described within learning area progress outcomes. These progress steps indicate essential, time sensitive aspects of mathematics and statistics, literacy and communication progression *within* each of these phases. They allow teachers to notice, recognise, and respond to ākonga progress early and in a timely fashion.
31. This change addresses the concerns around the detail required in the early years of schooling and the need to be focused on literacy and numeracy development. The Progress Steps will be supported by the CPM, the first phase of which we are engaging with the sector on at the same time. A separate paper has been provided to you seeking your agreement to share the first phase of the CPM with the sector [METIS 1303343 refers]. The CPM aims to bring clarity and consistency to the way that educators teach literacy & communication and maths across early learning and schooling.
32. Both learning areas have been reviewed for the level of content difficulty. The phases of learning reflect research evidence and align with other jurisdictions. We will ensure we communicate this message to schools, whānau and communities.

Supporting implementation of *Te Mātaiaho* | the refreshed framework for the NZC

What we heard from September-December 2022 engagement

33. Alongside *Te Mātaiaho* and the refreshed learning areas, a draft implementation pack was shared in webinars and face-to-face sessions, and responses were also invited via survey.
34. When we sought feedback at the end last year, we wanted to know:
 - whether the information provided helped kaiako to feel confident about where they might start with the refreshed curriculum.
 - about any additional types of guidance schools and communities might need to support implementation of the refreshed content.
35. The feedback ranged across several areas for attention. We heard there was strong agreement that the rationale for change is clear, but the details of supports may not yet be. There was demand for a rich range of supports and resources across several themes.

How we're responding

36. We are completing an internal review of the Readiness Tool and are using it as part of the implementation messaging for Term 1 engagement. It will also support the development of Leadership and Teaching Guidance. We are cross-checking current and commissioned implementation supports and engagement to address the themes of concern, and we're developing communications products to clarify and promote what's available. We're also sustaining connections with the groups who are keen to stay involved in resource development.
37. In response to requests for support to build relationships with local tangata whenua, we will continue to work with Te Mahau Takiwā (regions) to build capability for regional iwi engagement. This work is part of an ongoing approach that begun with Aotearoa New Zealand's histories. We will also provide guidance on what honouring Te Tiriti o Waitangi means in practice.
38. As indicated when we sought your agreement to release the refreshed Social Sciences content, resources are being developed to support both the change, as well as to support delivery of teaching and learning [METIS 1297902 refers]. We are currently developing Leadership and Teaching guidance to be released progressively from the start of Term 2 (including the first of a series of *Leading Local Curriculum Guides*, teaching guidance for Social Sciences, English, and Mathematics and Statistics, and self-guided professional learning modules). Resources for use in the classroom are also in development

The next round of engagement – 17 March to 12 May 2023

39. Preparations are well under way for 'fast testing' of the Progress Steps within the Mathematics & Statistics and English learning areas during the second half of March, and the next round of engagement on *Te Mātaiaho* from 17 March to 12 May.
40. For Term 4 2022 engagement, we worked with Te Mahau Takiwā and the Curriculum Leads to develop bespoke regional approaches to engagement and to leverage existing relationships. A big focus was to build awareness with all schools that the curriculum is being refreshed and for them to understand the role they can play in it.

41. Building on this, a draft engagement plan for Term 1 2023 feedback was developed. Our engagement approach will be similar to the term 4 2022 feedback loop, with some improvements. Until the Online Curriculum Hub (OCH) is up and running, we will be utilising the Curriculum Refresh website where schools and kura can find background materials, videos, implementation tools and recorded webinars³.
42. In December 2022, to support the curriculum and assessment changes, four additional Teacher-Only Days (TOD) for primary and secondary schools (two in 2023 and two in 2024) were confirmed. The first TOD in 2023 can be held during the first two weeks of Term 2 2023. This presents an opportunity for schools and kura to have time to consider the complete draft of *Te Mātaiaho* together and respond to the call for feedback during our engagement phase. We are drawing on existing and new resources to support the TODs with the TOD Sector Advisory Group.

Aligning engagement with the Literacy & Communication and Maths Strategy and the Common Practice Model (CPM)

43. A priority action for the *Literacy & Communication and Maths Strategy* is the collaborative development of the CPM. This will provide guidance on the principles, pedagogical approaches, and practices for the effective teaching and learning of literacy & communication and maths across early learning and schooling.
44. The first phase of the CPM, which comprises the principles and pedagogical approaches has been developed. A separate paper has been provided to you seeking your agreement to share the first phase of the CPM with the sector [METIS 1303343 refers]. The progress steps within the English and Maths learning areas complete this first phase of the CPM.
45. Sharing initial elements of the CPM provides the sector with visibility of the direction of travel and will support people to begin to reflect on how the Common Practice Model may inform teaching and learning. It also aligns with and supports engagement on *Te Mātaiaho* | the refreshed framework for the NZC, and 'fast testing' of the progress steps for the refreshed Mathematics & Statistics and English learning areas.
46. As part of our communications and engagement approach, Te Poutāhū will be supporting teachers, kaiako, and leaders to understand how the progress steps sit alongside the principles and pedagogical approaches in the CPM.

Next steps for the refresh of *The New Zealand Curriculum*

47. We had previously advised you that *Te Mātaiaho* and the refreshed Mathematics & Statistics and English learning areas would be available for use by schools and kura from the end of Term 1 2023. However, the timeframe for availability has been pushed back due to the additional feedback loops and alignment with work on the LCM Strategy.
48. Instead, the Mathematics & Statistics and English learning areas, including all Progress Steps, will be available for use by schools and kura from 9(2)(f)(iv). *Te Mātaiaho* will be available for use from 9(2)(f)(iv), with supporting guidance.

³ <https://curriculumrefresh.education.govt.nz>

49. 2023 also involves the refresh of the Science, Technology, and The Arts learning areas. This work got under way in February of this year, and we will be 'fast testing' the refreshed drafts in May-June. Wide sector engagement on the draft refreshed Arts, Technology and Science learning areas is currently scheduled for August-September this year. We are considering whether the timing of this should be adjusted and will update you on progress on the refresh of these learning areas and the plan for engagement in July.
50. We continue to develop Leadership and Teaching guidance, which will progressively be released from the start of Term 2 (including the first of a series of Leading Local Curriculum Guides, teaching guidance for Social Sciences, English, and Mathematics and Statistics, and self-guided professional learning modules). Resources for use in the classroom are also in development
51. We are also continuing to ensure close alignment with the NCEA Change Programme. This includes the underpinnings of each, our change and implementation approaches, ensuring coherent communications, guidance, and resources across the full pathway to support leaders to lead change, as well as alignment of review cycles.

Progress on the redesign of *Te Marautanga o Aotearoa*

52. In December, we sought your agreement to *Te Tīrewa Marautanga* as the new title and framework for the national kaupapa Māori and Māori medium curriculum. The new framework is to provide greater structural and functional coherence and to ensure it reflects the values, principles and outcomes that drive indigenous education, and to replace Wāhanga Ako with Tīrewa Ako, providing a structure that aligns with other key components of the national curriculum [METIS 1283316 refers].
53. We are progressing work with the Education Review Office Te Uepū ā Motu on evaluating the current status, levels, and stages of marau ā-kura, including what good practice looks like and challenges kura experience during implementation. They have also identified four kura to develop case study exemplars as part of the evaluation. ERO is preparing to send an evaluation survey to 9(2)(f)(iv) kura and schools across kura and dual medium settings; their target is for 9(2)(f)(iv) kura and schools to respond. We expect to receive progress reports in March and April and the final report in May.
54. In December we indicated we would use the implementation of Te Takanga o Te Wā to provide insights into what works for kaiako, the supports they may require to build their confidence, and identify what changes may need to be made. To support kura and schools, providers have been procured to design and deliver tailored programmes to build awareness and confidence in implementing Te Takanga o Te Wā as a Tīrewa Ako, using a learning progressions approach to teaching and learning. This support provides another opportunity for the sector to give meaningful input into the redesign.
55. To support kura and schools to participate in a tailored professional development programme from Term 2, we are finalising the procurement of 9(2)(f)(iv) Marautanga ā-Kura professional learning and development providers. We expect the 9(2)(f)(iv) providers to work collaboratively on delivery and the initial planning stage will focus on us working together with the 9(2)(f)(iv) providers to develop their collaborative approach and identify the tools and resources they will need to support kura and schools with the development of their Marautanga ā-Kura in a meaningful way, that reflects the innovation and diversity that exists in the sector.
56. We anticipate Tīrewa Ako content design, beginning with Tīrewa Mātāmua, to begin 9(2)(f)(iv) and are progressing the procurement of Lead Writers for Te Tīrewa

Marautanga. The pool of writers required to write for Te Tīrewa Marautanga is limited, and 9(2)(f)(iv) [REDACTED]

[REDACTED]. Lead Writers and their teams will be supported by subject matter experts and technical writers. We are considering which Tīrewa Mātāmua will be prioritised pending the procurement of Lead Writers. We will provide you with further information once this is completed. Tīrewa Mātāmua will be tested with participating kura as they are developed through an iterative writing-testing cycle 9(2)(f)(iv) [REDACTED]

[REDACTED]. The writing-testing cycle has been refined, considering lessons learnt from the NZC and NCEA writing processes. Key target groups throughout the process are Te Ohu Matua (representing peak bodies and kaumātua); tumuaki and kaiako; and ākonga and their whānau. We are also working with Te Tuarongo on the participation of the Mātauranga Iwi Leaders Group.

Annexes

9(2)(f)(iv) [REDACTED]

[REDACTED]

[REDACTED]

Annexes 4 and 5: *Te Marautanga o Aotearoa* including updated 'Requirements for Boards'