



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

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
Date:	11 May 2022	Priority:	Medium
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Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

The purpose of this paper is to update you on the refresh of *The New Zealand Curriculum* (NZC) and redesign of *Te Marautanga o Aotearoa*. This report seeks your agreement on next steps for the bicultural and inclusive design for the refreshed *New Zealand Curriculum*.

Summary

1. The NZC is being refreshed to make sure every child experiences success in their learning, and that their progress and achievement across the full educational pathway from Years 1-13, is responded to and celebrated. To ensure this happens, the goals for the refresh are to:
 - 1) Honour our mutual obligations to and through Te Tiriti o Waitangi
 - 2) Create curriculum that is inclusive so that all ākonga see themselves and succeed in their learning
 - 3) Make sure the NZC is clear about the learning that matters
 - 4) Make sure the NZC is easy for teachers and kaiako to use.
2. In December 2020, you agreed to the scope, process, and approach for this change, to the implementation of the refreshed NZC and redesigned *Te Marautanga o Aotearoa*, and that we would work collaboratively with the sector, iwi and communities to progress this work.
3. While the familiar features of the NZC are staying, for example, the eight learning areas, the key competencies, principles, values and Vision for Young People, more change – for example, what gets taught and how – is needed in some areas to meet the goals of the refresh. These changes mean that the curriculum is being refreshed in a way that honours Te Tiriti o Waitangi and there is much more clarity about the most important learning to

make sure *all* ākonga experience success across the full pathway, which means alignment with the NCEA Review is critical. You will be updated on the interface between the two change programmes later this month.

4. The refresh of the curriculum is being phased until the end of 2025 to help make it more manageable for schools to implement. Schools, ākonga and whānau will be supported through the change. This includes capability building support and useful resources and tools for all leaders, teachers and kaiako so that they can design rich, meaningful curriculum alongside ākonga, their whānau and communities.
5. A range of groups have been established to co-design and test curriculum content and collaborate on initiatives in the NZC work programme. We have tested the draft NZC framework with critical friends and key stakeholders across diverse settings as it has been developing over 2021–22. The early feedback from key stakeholders is positive and encouraging that our approach is what is needed to effect the change we want to see.
6. Given the breadth of change, we recommend broadening the scope of our testing of the current (incomplete) draft of the overarching framework, to include groups and people who have not been involved in the refresh process to date. This additional feedback loop will enable us to understand how well people new to the refresh make sense of the proposed framework components and any implementation challenges. It will also provide you with greater comfort and confidence about the approach before further development work is undertaken.
7. Te Tamaiti Hei Raukura provides the new conceptual framework for *Te Marautanga o Aotearoa*. The intent is that *Te Marautanga o Aotearoa* will be holistic, future-focused, and ākonga-centred. Underpinning the redesign is the commitment to developing a more authentically indigenous curriculum that is clear and easy to use. Engagement with Māori education organisations on the redesign of *Te Marautanga o Aotearoa* will be getting under way later this month.

Recommended Actions

The Ministry of Education recommends you:

Note the progress made on the draft *New Zealand Curriculum* framework, linking to the key education strategies

Noted

Note the approach taken on the draft *New Zealand Curriculum* framework, which has been well supported in engagement and testing with our key sector groups to date

Noted

Agree that the Ministry will prepare the draft *New Zealand Curriculum* framework for wider testing in June, to ensure we broaden the base of the feedback to include those who have not been involved in the refresh process to date

Agree Disagree

Note that we will work with you and your fellow Education Ministers' offices to set up a time to take you through the draft *New Zealand Curriculum* framework

Noted

Note that we will report back to you on the feedback from the June testing, feedback on the draft Social Sciences content and Vision for Young People, and provide you with information on the change impacts and our high-level implementation approach in August

Noted

Note the progress on the redesign of *Te Marautanga o Aotearoa* and that we will report back to you in early June on progress on the redesign

Noted

Note – that you will be updated later this month on the alignment between the refresh of *The New Zealand Curriculum* and the NCEA Change Programme

Noted

Agree that this report is not proactively released as part of the regular release cycle, and that it is instead released with any necessary redactions as part of any communications activities associated with engagement and testing of the draft content.

Agree / Disagree



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

11/05/2022


Hon Jan Tinetti
Associate Minister of
Education

18/05/2022

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]. The Ministry of Education is working alongside the sector, communities, and iwi to progress this work.
- 2 The NZC is being refreshed in phases [METIS 1272052 refers]. Each phase aims to provide greater clarity about the relationship between national learning expectations and local curriculum development across all eight learning areas. This change is needed to ensure all ākonga are engaged in the full breadth of the curriculum and their progress is being noticed and responded to. The curriculum sets out the vision, principles and key competencies that are important for learners to become confident and secure in their own identities and culture, growing the capabilities they need to participate and contribute as global citizens. The refresh of the NZC aims to strengthen our approach to honouring Te Tiriti o Waitangi and will reflect a commitment to an inclusive education system that meets the diversity of learners in schools.
- 3 The development of the refreshed NZC framework considers both *Te Whāriki* and *Te Marautanga o Aotearoa* to ensure curriculum coherence. It will enable learners to weave seamlessly between all areas of knowledge and learning, and views of the world. The release of the Aotearoa New Zealand's histories and Te Takanga o te Wā content are the first steps towards the new direction for the NZC and TMoA. The refresh of the NZC is being closely aligned with the NCEA Review and you will be updated on the interface between the two change programmes later this month [METIS 1287225 refers].
- 4 9(2)(f)(iv)

- 5 In September 2021, you and Minister Davis approved Te Tamaiti Hei Raukura as the new conceptual framework for *Te Marautanga o Aotearoa* [METIS 1266499 refers]. This framework resets the foundations, expectations, and the rationale for the curriculum. The intent is that *Te Marautanga o Aotearoa* will be holistic, future-focused, and ākonga-centred.
- 6 A number of key education and cross-government strategies depend on these work programmes, including the recently released *Literacy & Communication and Maths Strategy* and *Hei Raukura Mō te Mokopuna* (the strategy for te reo matatini and pāngarau).

Update on progress with the refresh of *The New Zealand Curriculum*

- 7 The curriculum work programme was reset in November 2021, due to the disruption and uncertainty caused by COVID-19 [METIS 1272052 refers]. Progress on the 2022 actions has successfully continued through term 1. The actions included:
 - **Social Sciences and Vision for Young People**
We are currently seeking feedback on the draft Social Sciences curriculum content, alongside gathering more youth voices to inform the draft Vision for Young People

[METS 1267995 refers]. Testing runs through to 3 June 2022, and we expect to provide you with advice on the final refreshed Social Sciences learning area content in August 2022. We will also provide you with an update on the draft Vision for Young People, ahead of seeking agreement to wider public engagement on the next iteration of the draft Vision.

- **English and Mathematics & Statistics**

We are also currently preparing draft content for the refreshed English and Mathematics & Statistics (Maths) learning areas. We are working closely with members of the two writing groups, and members of the Ohu Arataki (see Annex 1 for membership). Feedback will be sought from a small number of schools and critical friends before it will come to you in August 2022. This is drawing from key research, evaluations, and insights that informed the *Literacy & Communication and Mathematics Strategy*.

- **Progression development for literacy and numeracy**

The draft progress outcomes for the English and Maths learning areas are being developed in parallel with the learning progression frameworks which will become part of the Common Practice Model for the *Literacy & Communication and Mathematics Strategy*. Note that while the English and Maths learning areas are where progress in literacy, communication and numeracy is most strongly foregrounded, progression in these foundational skills is being woven through all learning areas.

- 8 We have completed the first draft of a refreshed overarching framework for the NZC, which is described in more detail below.

Progress on the bicultural and inclusive design of the NZC framework

- 9 Our approach to refreshing the overarching framework for the NZC is being guided by a Rōpū Kaitiaki (see Annex 1 for membership) and a Working Group (see Annex 1 for membership). These groups are made up of highly respected leaders in Te Ao Māori, Mātauranga Māori, Pacific education, and inclusive education who are heavily invested in achieving curriculum change for all ākonga.
- 10 A proposed overall structure for the refresh of the NZC framework has been co-designed with these key working groups, so as to retain the key components of the 2007 version, but refreshing them to ensure they are Te Tiriti honouring, inclusive, clear about the learning that matters and easy to use.
- 11 A proposed working name of the refreshed NZC is 'Te Mātaiaho' which means "to observe and examine the strands of learning". This, and a supporting karakia, have been gifted to this development by Dr Wayne Ngata from our Rōpū Kaitiaki. In the future, you may wish to consider whether this title and the whakapapa which frames the refreshed curriculum is formally adopted for the NZC.
- 12 A whakapapa has been developed to describe and connect each component of the refreshed framework, with a supporting whakataukī which bring to life the essence and intent. These components meaningfully incorporate te reo Māori and tikanga Māori into the fabric of the national curriculum and model the expectations set out in the National Education and Learning Priorities (NELP).
- 13 The following table lays out the refreshed components of the NZC and makes clear where there are new components that were not part of the 2007 version. Importantly,

the narrative re-envisioned a refreshed curriculum that honours Te Tiriti o Waitangi and strives for equitable outcomes for all ākonga.

Proposed New Zealand Curriculum Components Proposed Title: Te Mātaiaho		
Section	All components consistent with NZC 2007 sections unless specified	
	MĀTAIRANGI <i>The guiding kaupapa</i>	Components: <i>(three additions mirrored from Te Whāriki in bold font)</i> <ul style="list-style-type: none"> Foreword Official Languages – <i>in development</i> Te Tiriti o Waitangi statement <i>(in development)</i> A Curriculum For All <i>(in development)</i> Underpinning Theories & Approaches including integration of literacy & numeracy and key competencies <i>(in development)</i>
WHY the change is important	MĀTAINUKU <i>Creating a foundation</i>	<ul style="list-style-type: none"> Purpose Key Shifts & Calls to Action <i>(new, designed to give practical effect to the purpose statement)</i>
	MĀTAITIPU <i>Considering the development of young people</i>	<ul style="list-style-type: none"> Vision for Young People – draft content currently being tested with rangatahi
WHAT the change to the content is	MĀTAIREA <i>Focusing on progression</i>	<i>In development</i> <ul style="list-style-type: none"> Progression – expectations of what ākonga learn at each phase across years 1-13 (Replaces the curriculum levels)
	MĀTAIAHO <i>Observing the strands of learning, i.e., the learning areas</i>	<ul style="list-style-type: none"> Key Competencies Learning area content: 8 Learning Areas refreshed using UDK model (incorporating Mātauranga Māori, with literacy & numeracy and key competencies woven throughout)
	MĀTAIAHIKA <i>Focusing on local curriculum</i>	<i>In development</i> Review of School Curriculum Design & Review section
HOW to implement the change	MĀTAIOHO <i>Awakening and preparing to take action</i>	<i>In development</i> Review of School Curriculum Design & Review section <ul style="list-style-type: none"> content focussed on the relationship national curriculum must play in local curriculum design & implementation. Includes: <ul style="list-style-type: none"> Principles & Values Effective Pedagogy Teaching as Inquiry Assessment

Feedback from initial engagement and testing with key stakeholders

- 14 A range of groups have been established to co-design and test curriculum content and collaborate on initiatives in the NZC work programme. We have tested the draft framework with critical friends and key stakeholders across diverse settings as it has been developing over 2021–22.
- 15 The proposed framework is a significant shift away from the current look and feel of the 2007 curriculum. It retains most of the features but has been deliberately designed to reflect a Te Ao Māori world view and is explicitly inclusive of the diversity of learners across Aotearoa.
- 16 Feedback from our Curriculum Voices Group and other targeted stakeholders is positive about the direction and aspiration. Sector voices acknowledge how important

the updated framework is in setting the expectations that our ākonga are engaged in curriculum that recognises, supports, and values them. This contributes to their strong sense of identity and culture as New Zealanders. The stakeholder groups have also identified the breadth of change and the implementation challenges this could present.

- 17 Feedback is also positive about the direction of Te Tiriti honouring and inclusive framing. The refreshed NZC is seen as a powerful lever to inform and influence wider system changes that lead to a more inclusive and equitable education system. Seeing an explicit acknowledgement of our obligations and responsibilities under the UN Convention on the Rights of People with Disabilities (UNCRPD) and the NZ Disability Strategy has also been regarded positively.
- 18 Throughout this early testing, we have engaged with several key disability community and sector representatives and networks. This includes the Disability Rights Commissioner, Paula Tesoriero, the Office of Disability Issues (ODI), Education for All (EFA), Disabled Persons Assembly, ODI Family Whānau network and representatives from specialist schools. Through our fast-testing process, we have engaged with approximately 80 people so far, including disabled people, whānau, teachers, principals, and academics.
- 19 We are intending to test this framing more widely in September, however we also recommend widening our testing group now, noting some areas are still under development, to give you confidence in the direction before we complete and finalise the framework.

Next steps for further development and testing of the draft curriculum framework

- 20 As noted, further testing and development of the draft curriculum framework is recommended before decisions can be made about the final design. Given the breadth of change, we will broaden the scope of our testing of the current draft of the overarching framework, to include groups and people who have not been involved in the refresh process to date.
- 21 While this additional feedback loop will put pressure on the work programme in 2022, it provides us with two benefits. It will enable us to:
 - understand how well people new to the refresh engage with, and make sense, of the overarching framework and any implementation challenges
 - bring together the framework and the learning areas to test together earlier in the development process as follows.
- 22 In June, we will be going out to fast test the refreshed English and Maths learning areas. We will use this opportunity to introduce the components of the framework that have been completed to date, so that stakeholders can see how they work coherently with the learning area content, to mitigate a curriculum with a 'back' and a 'front', as was the case for the NZC (2007). Bringing the testing together in this way also means we can best manage resourcing demands on the work programme.
- 23 We are working closely with the NCEA Change Programme team to ensure the review of NCEA is closely aligned with the refresh of the national curriculum across years 1-13, so that ākonga are well prepared for, and supported on, their pathway into senior secondary and beyond. We will use the fast-testing opportunity in June to ensure the proposed curriculum framework, including the learning areas, is supporting progress and achievement across the full Years 1-13 pathway. You will be updated on the

alignment between the two change programmes later this month [METIS 1287225 refers].

- 24 We will report back to you on the feedback from the June testing, feedback on the draft Social Sciences content and Vision for Young People and provide you with information on the change impacts and our high-level implementation approach.

Progress on the redesign of *Te Marautanga o Aotearoa*

- 25 In September 2021, you and Minister Davis approved Te Tamaiti Hei Raukura as the new conceptual framework for *Te Marautanga o Aotearoa* [METIS 1266499 refers]. This framework resets the foundations, expectations, and the rationale for the curriculum. The intent is that *Te Marautanga o Aotearoa* will be holistic, future-focused, and ākonga-centred. Underpinning the redesign is the commitment to developing an authentically indigenous curriculum that is clear and easy to use.
- 26 Te Takanga o te Wā is the first kaupapa ako through which we are testing Te Tamaiti Hei Raukura conceptual framework, including a tīrewa ako (learning progression framework) that identifies the important learning that cannot be left to chance. Hei Raukura Mō te Mokopuna, is the second document that has been released that aligns to Te Tamaiti Hei Raukura. Hei Raukura Mō te Mokopuna will support learners by strengthening te reo matatini and pāngarau across te reo Māori education pathways.
- 27 Between October and December 2021, Te Rōpū Whāiti held five engagement wānanga with tumuaki, kaiako, academics and Māori medium professional development facilitators on marau ā-motu (national curriculum). The series of wānanga covered the purpose and structure of marau ā-motu and the purpose and relationship of marau ā-kura, how progression could be structured in a marau ā-motu, and ngā mahi whakaako (desired learning outcomes). In late April, we begin our next set of engagements Māori education organisations on the redesign of *Te Marautanga o Aotearoa* begin in late April. These will build on the October to December 2021 engagement wānanga and will include exploring key ideas to shape curriculum design, including:
- a. The use of Te Tamaiti Hei Raukura conceptual framework
 - b. options for learning and success for ākonga and their whānau in a redesigned curriculum
 - c. the key dispositions, interests, and the intrinsic qualities all ākonga bring with them to kura
 - d. the function of wāhanga ako
 - e. the place of subject areas and levels within *Te Marautanga o Aotearoa*
 - f. how to consolidate the indigenous qualities of *Te Marautanga o Aotearoa* through the redesign.
- 28 These will be followed by more extensive discussions with kaiako, tumuaki, kura and school boards, whānau, hapū and iwi, from late Term 2 into Term 3. These engagements will continue and deepen discussions begun during Kōrero Mātauranga (2018), where we heard that Māori seek flexible and holistic teaching practices catering to all learning styles, rather than “one size fits all education, to support the holistic wellbeing of ākonga and their whānau with physically, culturally, emotionally, and spiritually safe environments.”
- 29 We expect to report to you by early June 2022 on these engagements, progress on the redesign, and the key ideas that are emerging that we wish to discuss with you. This report will provide:

- a. updates on the key themes emerging from the engagements
- b. insights into the kura pilots we are implementing to test the development of marau ā-kura using Te Tamaiti Hei Raukura as the framework
- c. work to raise awareness of Hei Raukura Mo Te Mokopuna in the sector
- d. progress on Aromatawai.

Annexes

Annex 1: Membership of specific working groups

Annex 1 Membership of specific working groups

Ohu Arataki

Graeme Aitken	Emeritus Professor, University of Auckland
Barbara Ala'alatoa	Principal, Sylvia Park School
Wally Penetito	Retired Professor, Victoria University of Wellington
Hēmi Dale	Principal lecturer, University of Auckland
Barbara Cavanagh	Principal, Huntly College

Rōpū Kaitiaki

Dr Wayne Ngata ONZM	Ngā Pakura
Prof Graham Hingangaroa Smith CNZM	Distinguished Professor, Massey University
Assoc. Prof Vaughan Bidois	Te Whare Wānanga o Awanuiārangi
Prof Mera Penehira	Te Whare Wānanga o Awanuiārangi
Assoc. Prof Sonja Macfarlane	Massey University

Te Mātaiao Reference Group

Aiono Manu Fa'aea	Manukau Institute of Technology
Dr Alice Patrick	Arahia Associates
Bruce Jepsen	Te Akatea Māori Principals' Association
Dr David Fa'avae	University of Waikato
Assoc. Prof Georgina Stewart	Auckland University of Technology
Dr Jude Macarthur	The University of Auckland
Dr Michelle Johansson	Ako Mātātupu Teach First NZ
Rachael Tuwhangai	Māori and Pasifika Support Services
Sheridan McKinley	New Zealand Council for Education Research
Dr Therese Ford	Te Akatea Māori Principals' Association

Lead Writers Mathematics & Statistics

Fiona Ell	University of Auckland
Pania Te Maro	Massey University

Lead Writers English

Ariana Williams	Principal, Peria School
Rebecca Jesson	University of Auckland

Local Curriculum Focus Group

Bruce Jepsen	Te Akau Ki Papamoa School
Tim White	Frimley School
Catherine Bentley	Hastings Girls High School
Angelo Lowe	Newlands School
Trudi Brocas	Central Auckland Specialist School
Liam Rutherford	Ross Intermediate School
Saane Faafo Oldehaver	Weymouth Primary school
Leanne Otene	Manaia View School
Stacey Honeywill	Tepakihomaru School Oamaru
Vicki Barrie	Northcote College
Fleur Wainohu	Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu
Ngākohu Pāpanui	Ngā Pōtiki a Tamapahore Trust

Local Curriculum Focus Group members nominated by Unions, Principal Organisations and through the Prime Minister's Education Excellence Awards.