



9 July 2021



Tēnā koe 

Thank you for your letter received by the Ministry of Education on 14 June 2021 requesting the following information:

- a) *The names and affiliations of the people who prepared the Aotearoa New Zealand Histories Draft Curriculum*
- b) *What process will be employed to review submissions on the Draft Curriculum received by you*
- c) *The names and affiliations of people who will carry out the review of submissions on the Draft Curriculum and*
- d) *What criteria will be employed to determine which critiques or submissions will have credence sufficient to be considered carefully by reviewers, as referred to in this article by Dr Mark Sheehan: <https://www.newsroom.co.nz/ideasroom/new-curriculum-thinking-critically-about-the-past>*

Your request has been considered under the Official Information Act 1982 (the Act).

During 2018, more than 43,000 New Zealanders, including educators, whānau, parents, children and young people, Māori, Pacific communities, people with disabilities and those needing learning support, told us what they wanted in their future education system through the [Kōrero Mātauranga | Education Conversations](#). Feedback revealed a clear picture of what young people felt needed to be taught in schools and kura, specifically in relation to understanding New Zealand's background and heritage and how this has influenced where we are today. This was thought to promote better understanding between different cultural groups.

In September 2019 the Prime Minister announced that Aotearoa New Zealand's histories will be taught in all schools and kura from 2022. Further information about the Prime Minister's announcement can be found at the following link: [NZ history to be taught in all schools | Beehive.govt.nz](#).

The Ministry has engaged with several stakeholder groups to assist us in producing the draft curriculum content which was under consultation for public feedback from 3 February 2021 until 31 May 2021. It is important for us to ensure that the design and development approach is reflective of the views and aspirations of all New Zealanders. Groups have been established to ensure these voices guide, inform and contribute to the Ministry's development of the curriculum content.

Additional information about how the draft curriculum content was developed, including information about the agencies and individuals who were involved in the development of the

draft curriculum content, can be found on the Ministry's website at the following link: <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/more-information-about-the-aotearoa-new-zealand-histories/>

Submissions have recently closed on the draft Aotearoa New Zealand histories curriculum content. We received over 4,500 responses to the public survey and received over 350 items of feedback from schools and kura. We are expecting the finalised content will be ready in time for schools and kura to develop their local curriculum and marau ā-kura for history from 2022. The final content will take into consideration the substantial feedback we received from New Zealanders during the consultation period.

Question A: People involved in the Aotearoa New Zealand's histories draft curriculum

We have recently responded to other requests for official information that included requests for information about who were involved in creating the draft curriculum content for Aotearoa New Zealand's histories. Our responses to these requests can be found on the Ministry's website at <https://www.education.govt.nz/our-work/information-releases/responses-to-official-information-act-requests/>.

Therefore, because the information is already publicly available, I am refusing this part of your request under section 18(d) of the Act.

Question B: Process to review submissions

Now that we have received feedback on the draft curriculum for Aotearoa New Zealand's histories, we have employed a process to review and incorporate the feedback into the final curriculum by 2022.

For transparency, we will be publishing the process we are undertaking on our website. Once it is online, it will be able to be found at <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/more-information-about-the-aotearoa-new-zealand-histories/>

Therefore, I am refusing this part of your request under section 18(d) of the Act, as the information requested is soon to be made publicly available.

Question C: People involved in the review of submissions

The feedback the Ministry received on the draft Aotearoa New Zealand's histories curriculum content has come from three areas: Classroom Testing, Staffroom Testing, and Public Engagement.

- Classroom Testing – This testing was undertaken in the classroom (i.e. teachers using the draft curriculum content to inform their teaching and learning programme inside a classroom). We asked that those involved in this testing provide feedback on the clarity and ease of use of the content at the classroom level and the support required to ensure quality teaching and learning occurs. Part of this testing included producing an exemplar of best practice to show other schools and kura what histories might look like in the classroom. 59 schools and 20 kura have been a part of this testing.
- Staffroom Testing – This testing was undertaken in school staffrooms. We provided schools with a resource pack that included a hardcopy of the draft curriculum, after school leaders had attended an introductory Zoom meeting. The draft curriculum

content was discussed at staff meetings with a focus on the clarity and ease of use of: the overall model – the Understand, Know, Do; the progression; and the progress outcomes at each learning phases (Years 1 to 3, 4 to 6, 7 to 8, and 9 to 10). Feedback was also sought whether the draft content was bi-cultural and inclusive. We received 357 responses as part of this testing.

- Public Engagement feedback came from the survey and written submissions from members of the public. The survey focused on whether the framing captures the ‘most important’ histories for tamariki, and written submissions have covered several areas of the Aotearoa New Zealand’s histories draft curriculum. We received 4523 responses to the public survey.

The New Zealand Council of Educational Research | Rangahau Mātauranga o Aotearoa (NZCER) have been sub-contracted by CORE Education to analyse and report back on the Classroom Testing feedback and contracted by the Ministry to analyse and report back on the Public Engagement feedback. NZCER is a well-respected organisation with deep knowledge of the education sector and is a member of the All of Government Panel for Policy, research, and development services, reflecting their high standard of research processes.

For this piece of work, NZCER’s team has ensured systematic management of data received and analysis of data using NVivo (a qualitative data analysis package) and appropriate statistical methods. Their experienced team of researchers have analysed the data and are reporting key patterns and themes. This will be captured in a final report on this engagement.

Te Paetawhiti has been contracted to analyse and report back on the Staffroom Testing feedback. Te Paetawhiti specialise in providing quality research and programme evaluation in te reo Māori, in kaupapa Maori settings and working with whānau, hapū and iwi.

In addition to the analysis undertaken by NZCER and Te Paetawhiti, members of our Aotearoa New Zealand’s histories project team will read additional email submissions. The curriculum design (writing) groups may request to see specific submissions or submissions that reflect specific themes.

Question D: Criteria to determine which critiques or submissions have sufficient credence

We have asked that all feedback, by survey, email or other communication will be read and considered, and presented to the Ministry through their report as thematic summaries, qualitative and quantitative data, and demographic information.

In relation to the comment in your article link, “*critiques that have credence will be considered carefully by reviewers*”, all themes with credence will be considered carefully by the Ministry and the curriculum design (writing) groups. The expertise and authority of the person(s) giving the feedback may influence the weight given to it.

We have not instigated any criteria to determine the ways in which NZCER and Te Paetawhiti should be considering the feedback that has been received. As such, I am refusing this part of your request under section 18(e) of the Act, as the information requested does not exist.

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. If you have further questions please feel free to contact our media team in the first instance at media.team@education.govt.nz. If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā



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