



AIDE MEMOIRE

Refreshing the national curriculum for schooling

Date:	21 January 2021	Priority:	High
To:	Hon Jan Tinetti, Associate Minister of Education	METIS No:	1248719
From:	Ellen MacGregor-Reid	Security Level:	In Confidence

Purpose

- A range of studies on student progress and achievement, and on practices in kura and schools, make clear **that change is needed to ensure that all young people get the teaching and learning they need**, and we know that New Zealanders want **greater certainty about what children and young people will learn** during their time in schooling. [Paragraphs 15 and 16]
- Last year, Cabinet agreed that work should begin on the **scope and process for future updates to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa***, including the development of a rich **record of learning for each learner**. [Paragraph 6]
- I am **seeking your agreement to full refreshes** of both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*, to be progressed in phases over the next four to five years if budget funding is available, otherwise this will be phased over a longer time period within the work programme. [Paragraph 21]
- Full refreshes of both curriculum documents will ensure they are clear for kura, schools, kaiako and teachers about **the learning that must be covered**, clear about the **characteristics of quality local curriculum and marau ā-kura, accessible and easy-to-use**, and **fit for purpose** for the unique learning contexts in English and Māori medium. [Paragraph 7]
- The initial phase of *The New Zealand Curriculum* refresh will strengthen the bicultural framing of the curriculum so that it better reflects The Treaty partnership. It is also time for *Te Marautanga o Aotearoa* to be reviewed **to more strongly reflect te ao Māori approaches to education** while continuing to reflect what whānau, hapū and iwi deem to be important for their children and young people. [Paragraphs 15 and 28]
- Our curriculum ecosystem needs **several key conditions to be in place to address inequities and reduce the element of chance** in whether learners get the teaching and learning they need. [Paragraph 17]

We get the job done Ka oti i a mātou ngā mahi

We are respectful, we listen, we learn He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou

We back ourselves and others to win Ka manawanui ki a mātou me ētahi ake kia wikitoria

We work together for maximum impact Ka mahi ngātahi mō te tuinga nui tonu

Great results are our bottom line Ko ngā huanga tino pai ā mātou whāinga mutunga

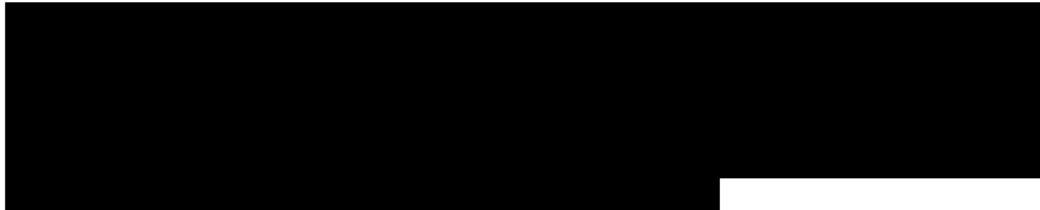
- These include **clear expectations for teaching and learning**, and **common ways to understand and respond to learning progress**. We also need to make sure that we have **people and services with the right skills and knowledges** to meet each learner's needs, along with **high quality curriculum resources** for learning and teaching. Our curriculum ecosystem must also be able to make **effective use of technology** for learning and teaching so that it's connected, collaborative and accessible wherever a learner may be. [Paragraph 17]
- Creating these conditions is a key area of leadership for the **Curriculum Centre being established as part of the redesign of the Ministry of Education**, as part of the response to the Review of Tomorrow's Schools. This will ensure that there is strong national curriculum leadership and expertise across early learning and schooling. [Paragraph 18]
- The Ministry of Education has been **working collaboratively** with representatives from the sector and communities **to understand the scope of change necessary** to ensure that our national curriculum for schooling is equitable and fit for purpose, now and into the future, and that it reflects our aspirations for all children and young people. [Paragraph 24]
- The refresh of *The New Zealand Curriculum* will rework the curriculum content within each learning area using a new and consistent model which **makes clear what learners need to 'understand', 'know' and 'do' in each learning area**, including big ideas, key content, and capabilities. It will also be **based on clear and transparent progression frameworks** which make explicit the breadth and depth of learning, including progress outcomes as clear markers of progress. [Paragraph 27]
- Currently *Te Marautanga o Aotearoa* structure reflects that of *The New Zealand Curriculum*. The vision, principles and values of *Te Marautanga o Aotearoa* derive from te ao Māori, but **the foundation of the curriculum is focused on wāhanga ako, or learning areas**. This creates more work for kaiako as they weave it with Māori approaches to education. [Paragraph 29]
- The scope of change for *Te Marautanga o Aotearoa* will include **shifting to a framing based on He Tamaiti Hei Raukura**. This takes a **holistic view of ākonga and places a strong focus on their needs, interests and passions** as they progress in their learning. This **creates a different organisational structure than the current learning area approach**, however continues to recognise the important learning and knowledge that sits within learning areas. The approach will incorporate a **more holistic perspective of learning that cannot be left to chance, whilst placing ākonga at the centre** of their learning pathway. The refresh process will look at the whole curriculum at the same time. [Paragraph 30]
- These changes will make it **easier for kaiako and teachers to design high quality marau ā-kura and local curriculum**, and for **people to notice, communicate, and respond to individual learner progress and inequities**. This will help ensure that learners experience an engaging curriculum, and which supports high quality learning and teaching, **critical for their educational success and for their sustained wellbeing**. [Paragraph 34]
- The direction of the updates to the national curriculum has **informed the draft Aotearoa New Zealand Histories curriculum content**. So as to provide certainty and transparency for the sector on what this means for the rest of the national curriculum, I'm seeking your agreement **to announce the next steps**

for the refresh of the national curriculum in tandem with the public release of the draft Aotearoa New Zealand's Histories curriculum content. [Paragraphs 9 and 32]

- This work will **continue to be progressed collaboratively through broad engagement** with a wide range of stakeholders appropriate to English and Māori medium education pathways respectively. [Paragraph 35]

9(2)(f)(iv)

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Proactive Release

- We recommend that this Briefing 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.

Hon Jan Tinetti
**Associate Minister of
Education**

24/01/2021