

Cabinet Paper material

Proactive release

Minister & portfolio	Minister Hipkins, Education
Name of package	Aotearoa New Zealand's Histories: Public Engagement on draft curriculum and its implementation
Date considered	26 January 2021
Date of release	09 April 2021

These documents have been proactively released:

Cabinet Paper: Aotearoa New Zealand's Histories: Public Engagement on draft curriculum and its implementation

Date considered: 26 January 2021

Author: Ministry of Education

CBC-20-MIN-0133 Minute

Date Considered: 26 January 2021

Author: Cabinet Office

Supporting Documents

Aide Memoire: Aotearoa New Zealand's Histories: Public Engagement on draft curriculum and its implementation

Date: 10 December 2020

Author: Ministry of Education

Education Report: Updates to the National Curriculum: Aotearoa New Zealand's Histories

Date: 4 December 2020

Author: Ministry of Education

Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Section 9(2)(f)(iv) to protect the confidentiality of advice tendered by Ministers of the Crown and officials

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

In Confidence

Office of the Minister of Education

Cabinet Business Committee

Aotearoa New Zealand's Histories: Public engagement on draft curriculum and its implementation

Proposal

- 1 This paper seeks agreement on the release of the draft Aotearoa New Zealand's histories update to the national curriculum¹ for public engagement. This will be accompanied by activities during 2021 and ongoing to support its implementation, including making it easy for schools and kura to integrate local histories and contexts relevant to their communities and students into their local curriculum and marau ā-kura.

Relation to government priorities

- 2 Updating the national curriculum to set clear expectations in relation to teaching Aotearoa New Zealand's histories sits within our broader work to strengthen the national curriculum and its delivery.
- 3 To support student progress and achievement through quality teaching and leadership, our plan for education includes refreshing the national curriculum to make clear the learning that is too important to leave to chance, and developing tools to better understand children and young people's learning progress. Progressing these commitments is important for realising the aspirations of the National Education and Learning Priorities, Ka Hikitia, Tau Mai Te Reo, and the Pacific Education Action Plan.

Executive Summary

- 4 In September 2019 Cabinet agreed that *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (the national curriculum) be updated to make explicit the expectation that Aotearoa New Zealand's histories are taught in all schools and kura as part of the local curriculum and marau ā-kura [CAB-19-MIN-0455 refers].
- 5 Draft content updates have been developed for both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. Development included co-design, ongoing collaboration, and testing with Māori histories experts and other historians, the schooling sector (including history teachers) and a variety of

¹ The national curriculum refers to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, the national curriculum that was developed te reo Māori with a kaupapa Māori worldview. Kura and schools can choose to teach *Te Marautanga o Aotearoa*, *The New Zealand Curriculum*, or both.

other agencies and communities with a strong interest in shaping how New Zealand's histories are taught.

- 6 The draft updates will undergo further testing and refinement in the first school term of 2021, and released for wider public engagement and feedback. Following this, the updates will be finalised and formalised through *The New Zealand Gazette* to be taught in all schools and kura in 2022.
- 7 To support schools and kura in their own preparation for the updated curriculum, a phased implementation approach will commence in early 2021. It will include the staged roll out of supports such as updated online content and resources, training opportunities and other dedicated resource to support local curriculum design.
- 8 The draft updates to *The New Zealand Curriculum* are organised in the new structure which has been developed as part of the wider refresh of the national curriculum. The Associate Minister of Education, Hon. Jan Tinetti, will be providing a paper in the new year which outlines the process for the wider refresh of the national curriculum for schooling [METIS 1246757 refers].

Background

- 9 In August 2019, Cabinet agreed to establish an agreed process for updating the national curriculum [CAB-19-MIN-0427 refers]. This was acting on the advice of the Curriculum, Progress and Achievement (CPA) Ministerial Advisory Group in June 2019, that '*clarity in the national curriculum is key to addressing the variable quality of teaching and learning.*'
- 10 In September 2019, Cabinet agreed that the first changes to the national curriculum would be updates to make explicit the expectation that Aotearoa New Zealand's histories are taught in all schools and kura as part of the local curriculum and marau ā-kura [CAB-MIN-19-0455 refers]. This reflected the strong message that New Zealanders feel the education system is not meeting expectations in relation to teaching Aotearoa New Zealand's histories, heard through Kōrero Mātauranga and wider public discussions, including a petition delivered to Parliament in June 2019.
- 11 It is important that students learn both nationally and locally important histories. The national curriculum contains the knowledge, skills, understandings, mohio, mārama and mātau that all children must explore. Schools and kura, in collaboration with iwi, hapū and communities, will develop local curriculum and marau ā-kura that weave in local significant stories about specific people, places and events adding to the richness that will help all learners understand who they are. This requires updates to the national curriculum document and developing a system of supports which makes it easy for schools and kura to access and integrate local histories and knowledges.
- 12 The Ministry of Education (the Ministry) is working collaboratively with experts, Māori, Pacific and ethnic communities, the sector, students, parents and whānau, and other groups with a strong interest in shaping how Aotearoa

New Zealand's histories are taught to develop the national curriculum content and ensure that schools and kura are ready for its implementation from 2022.

Proposed updates to the national curriculum

- 13 I am seeking approval to release the draft national curriculum updates for engagement and feedback from the wider public.

Development process

- 14 The Ministry has collaboratively developed and tested draft curriculum content with the Whakaruruhau (education leaders well versed in mātauranga Māori concepts) and Ohu Matua (comprising of curriculum and history experts, Māori, Pākehā, Pacific, migrant communities, disabled peoples, teachers and curriculum leaders).
- 15 Content has also integrated feedback from an independent Expert Advisory Group with expertise in Aotearoa New Zealand's histories, convened by the Royal Society Te Apārangi.
- 16 The draft content has been tested by a small number of kura and schools to gather feedback on how well the content and structure supports kura and school leaders, and kaiako and teachers, to enrich their marau ā-kura and local curriculum. It was also used to gather insights from kura and schools about the resource supports and professional learning needs to ensure successful implementation of the Aotearoa New Zealand's histories curriculum content.
- 17 Feedback from schools and kura has been generally positive regarding the draft content. Most respondents agree this is about the right structure and level of detail. Respondents recognised that it reflects mātauranga Māori and provides the opportunity for kaiako and teachers to develop teaching and learning programmes that support local and national histories for all ākonga.
- 18 The Ministry has also sought feedback from some iwi, hapū and other Māori organisations at national, regional and local levels through existing relationships. This engagement will be scaled up and continue throughout 2021.
- 19 I intend to discuss the draft curriculum content and plans for implementation with the National Iwi Chairs Forum at Waitangi in February 2021.

Proposed national curriculum content

- 20 This is the first step in a wider refresh of the national curriculum, which responds to concerns that both curriculum documents do not provide enough clarity in the learning that cannot be left to chance, and what progression looks like [CAB-19-MIN-0427 refers]. *Te Marautanga o Aotearoa* will have a particular emphasis on Māori medium pathways being supported by an ākonga centred, holistic and future focussed national curriculum grounded in te ao Māori. *The New Zealand Curriculum* will have a particular emphasis on

a bicultural curriculum that is easy to use to deliver inclusive, equitable and future-focussed learning for all learners in English medium pathways, which includes a significant proportion of Māori learners.

21 Because of the level of change to the structure of the curriculum, it is important that the update to *The New Zealand Curriculum* is considered as part of the wider refresh of the national curriculum. A separate Cabinet paper covering this wider refresh is being prepared for your consideration in the new year by the Associate Minister of Education, Hon. Jan Tinetti [METIS 1246757 refers].

22 Aotearoa New Zealand's histories in the national curriculum will include opportunities for ākonga to learn multiple histories from a local and regional perspective, as well as a national perspective. The seven themes approved by Cabinet in September 2019 [CAB-MIN-19-0455 refers] have, following feedback, been refined by talking to the Ohu Matua, teacher and kaiako groups and historians. Feedback indicated that the number of themes was unmanageable, so they have been grouped into three components and identify the big ideas and huatau matua that reflect the original themes. These original themes were:

22.1 the arrival and settlement of Māori to Aotearoa

22.2 first encounters and early colonial history of Aotearoa New Zealand

22.3 Te Tiriti o Waitangi / Treaty of Waitangi and its history

22.4 colonisation of, and immigration to, Aotearoa New Zealand, including the New Zealand Wars

22.5 evolving national identity of Aotearoa New Zealand in the late 19th and early 20th Centuries

22.6 Aotearoa New Zealand's role in the Pacific

22.7 Aotearoa New Zealand in the late 20th century and evolution of a national identity with cultural plurality.

23 The curriculum model is framed around three components. This is expressed through *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* as follows:

	<i>Te Marautanga o Aotearoa</i>	<i>The New Zealand Curriculum</i>
a)	Mohio: Knowledge and awareness of concepts, events, people, sequence and actions of Aotearoa New Zealand's histories	Know: Be aware of the key national and local contexts about concepts, events, people, sequence and actions of Aotearoa New Zealand's histories
b)	Mārama: An understanding of why things happened in that way and how the outcomes impacted others, including	Understand: The big ideas which are consistent and influential throughout Aotearoa New Zealand's histories, why

	influences of Aotearoa New Zealand's histories	events happened that way and how the outcomes impacted others
c)	Mātau: Applying social inquiry skills in order to share knowledge, articulate opinions and debate Aotearoa New Zealand's histories	Do: Critical inquiry through applying thinking skills specific to histories analysis, in order to share knowledge, articulate opinions and debate Aotearoa New Zealand's histories

- 24 Mātauranga Māori is foundational to the teaching of history in the curriculum and is an explicit component of the updated content which strengthens the bicultural intent of *The New Zealand Curriculum* and recognises *Te Marautanga o Aotearoa* as the indigenous curriculum.
- 25 The updated curriculum will include opportunities for ākonga to learn multiple histories, from a local and regional perspective, as well as a national perspective. Through learning about Aotearoa New Zealand's histories, ākonga will develop understanding about:
- 25.1 the unique status of Māori as the indigenous peoples of Aotearoa
 - 25.2 the importance of the growth and retention of te reo Māori, iwi cultural practices and histories from a Māori world view
 - 25.3 the multiple perspectives in relation to historical and contemporary events and issues
 - 25.4 local and global events and occurrences that impacted and continue to impact on the full realisation of Māori social, political, cultural and economic aspirations
 - 25.5 local and global events and occurrences that have shaped our changing sense of belonging and identities, including Aotearoa New Zealand as a Pacific nation.
- 26 Student progress is supported by descriptions of the most important learning across all ages and stages of students' learning journeys.
- 27 The development of the Aotearoa New Zealand's histories content had to balance the tension between providing enough detail so that the important learning about our histories is not left to chance, while giving enough flexibility for schools and kura to design learning that meets the needs of their ākonga.
- 28 This means the level of detail in the curriculum drafts, while much more detailed than content across the rest of the national curriculum, is still high-level enough to allow for this localisation.
- 29 The proposed curriculum content is appended to this paper. These are not the final drafts that will be shared for wider public and sector engagement. There are two reasons for this:

- 29.1 Both drafts need to be edited for grammar, errors, accessibility and plain language. For example, there are some macrons missing on some words, and too many words in some sections.
- 29.2 There are changes to content required for *The New Zealand Curriculum* draft based on feedback from the targeted engagement period.
- 30 The changes to *The New Zealand Curriculum* will incorporate the following feedback:
- include more pre-European Māori histories in the national contexts
 - amend to make inclusion of Māori, Chinese and Pacific histories far more explicit in the national contexts
 - decrease the level of detail in Years 7-10 in the national contexts.

Public engagement and feedback

- 31 In order to seek feedback on the draft content and build public understanding and awareness of the upcoming changes to the national curriculum, I am proposing a period of public engagement in early 2021.
- 32 This will include ongoing in-depth testing of the draft content with all schools and kura to ensure the Aotearoa New Zealand's histories update is fit for purpose now and in the future, and that it supports the languages, identities, cultures and wellbeing of all students. It will contribute to ongoing awareness in the sector of the upcoming changes and give the sector an early opportunity to experience and understand the proposed changes.
- 33 Including Aotearoa New Zealand's histories in the national curriculum is of significant interest to the public. I am proposing that public and targeted community engagement will commence in February 2021 and run until May.
- 34 I am seeking agreement to publicly announce the release of the curriculum updates for public engagement at Waitangi in February 2021.
- 35 The public will be able to engage with and provide feedback on the draft content through both detailed and high level surveys and targeted discussion. Comment will be sought from learners and whānau, schools and kura, iwi, hapū, historians, ethnic, migrant and community groups and the wider community.
- 36 I expect the Ministry to partner with local government, heritage organisations such as museums, libraries and historical societies, and other interested community groups, to run engagement events that build awareness and seek feedback.

- 37 The feedback taken from public engagement will inform the final curriculum updates to be issued through *The New Zealand Gazette* in 2021. I expect to share the final updated content with you in July 2021 in order to seek approval to issue the updated curriculum. I intend for the national curriculum updates to come into formal effect in 2022.

Implementation

Ensuring integration of locally relevant histories and knowledges

- 38 To enable local contexts and knowledges to be woven into teaching and learning, iwi and hapū will be supported to engage with schools and kura in ways that ensure they retain mana motuhake over their knowledge. Budget has been allocated to support regional engagement with iwi and hapū to:
- 38.1 identify critical local histories
 - 38.2 work with schools and kura to identify and access local histories and knowledge relevant to their area, including:
 - 38.2.1 places of significance
 - 38.2.2 significant tipuna
 - 38.2.3 significant events
 - 38.2.4 local taonga
 - 38.3 provide support to ensure critical local histories will work well for teaching and learning in an education setting.
- 39 The Ministry of Education has begun conversations with a number of iwi to develop a range of partnership agreements to support this work.
- 40 Supporting the inclusion of other local histories of significance, including those of Pacific and other migrant communities, is a priority and the Ministry is working on the best approach for this.

Supporting implementation

- 41 To support schools and kura in their own preparation for the updated curriculum, a phased implementation approach will commence in early 2021. It will have an initial focus on building the curriculum leaders of each school and kura to understand and plan for the change, moving towards embedding the updates in their local curriculum and marau ā-kura design.
- 42 Implementation supports to be rolled out in this plan include:
- 42.1 updated online content and resources
 - 42.2 training opportunities to support use of new curriculum supports and resources such as Te Aho Ngārahu

- 42.3 dedicated Networks of Expertise and Kahu Pūtoi
- 42.4 dedicated resource to support local curriculum design
- 42.5 utilising regionally allocated professional learning and development
- 42.6 opportunities to develop teachers' knowledge of te reo Māori, mātauranga Māori and Te Tiriti o Waitangi.
- 43 Tools and resources will be developed for the diverse audiences in appropriate ways, such as whānau and parent packs written specifically for them, in a format that is relevant for them.
- 44 The Ministry of Education has considered the available resources that are appropriate to support the national curriculum. Earlier in 2020 it launched a resources guide to support *The New Zealand Curriculum* programmes on Social Sciences Online (<https://ssol.tki.org.nz/Aotearoa-NZ-s-histories/Aotearoa-NZ-s-histories-resources-guide>) to link to these support resources.
- 45 A further gap analysis is underway to assess the quality and coverage of currently available local resources relating to Aotearoa New Zealand's histories. This includes content from a combination of print, online, video and audio resources, indicating the relevance to regional and national histories. A localised resources digital platform will be developed during 2021 where users can find relevant resources and information for each region.

9(2)(f)(iv)

[REDACTED]

Legislative Implications

- 47 There are no legislative or regulatory implications that directly arise from this paper.
- 48 Once finalised, updates to the national curriculum will be issued through *The New Zealand Gazette* in 2021. I intend to delay them coming into formal effect until the 2022 school year, so that schools and kura have time to prepare for the new expectations.

Impact Analysis

Regulatory Impact Statement

- 49 The impact analysis requirements do not apply to this paper and a Regulatory Impact Statement (RIS) has not been prepared.

Population Implications

- 50 This proposal relates to the education portfolio and therefore directly affects children and a range of population groups, including Māori, Pacific peoples, ethnic communities, and disabled people, whose lived experiences are strongly influenced by our history, and their own histories. Local curriculum and marau ā-kura that recognise the agency of these groups in asserting their human rights and Treaty rights will develop a new level of national understanding, which will have direct positive effects for children and young people who see their own history acknowledged in their education.
- 51 The proposed updates to the national curriculum will put in place the expectation and system of supports to better enable teaching and learning to meet the needs of each learner and their family. This will improve wellbeing, learning and post-school outcomes for population groups currently under-served by the curriculum.

Human Rights

- 52 This paper is consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993. The proposals within the action plan support Articles 28 and 29 of the United Nations Convention on the Rights of the Child that education be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential.

Consultation

- 53 The Treasury, State Services Commission, Education Review Office, New Zealand Qualifications Authority, Teaching Council, Te Puni Kōkiri, Ministry for Pacific Peoples, Department of Internal Affairs (including Office of Ethnic Communities), Ministry of Justice, Ministry of Social Development, Office of Disability Issues, Ministry of Culture and Heritage, Ministry for Women and Te Arawhiti have been advised of this paper. The Department of Prime Minister and Cabinet have been informed of the development of this paper.

Communications

- 54 I am seeking agreement to publicly announce the release of the curriculum updates for public engagement at Waitangi in February 2021, and it will be accompanied by a press release.

Proactive Release

- 55 I intend to proactively release this Cabinet paper alongside the release of the national curriculum updates. Any information that may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Recommendations

The Minister of Education recommends that the Committee:

- 1 **note** that Cabinet agreed in 2019 to update *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to make explicit the expectation that New Zealand's histories are part of the local curriculum in all schools and kura [CAB-MIN-19-0455 refers]
- 2 **note** that the Ministry of Education has subsequently developed draft curriculum content in collaboration with stakeholder groups who have been established to ensure the voices of Māori, Pacific and ethnic communities, the education sector, students, parents and whānau, and historians have contributed to its development
- 3 **note** that a separate Cabinet paper outlining the scope and process of the wider curriculum refresh is being prepared for consideration in the new year
- 4 **note** that I will approve the final draft curriculum content following editing for content updates, plain language and accessibility
- 5 **note** that I intend public engagement on the draft curriculum content to start in February 2021 and run until May 2021
- 6 **approve** the release of the approved draft curriculum content to support public engagement
- 7 **note** that an announcement is planned for Waitangi in February 2021 to signal upcoming wider public engagement
- 8 **note** that I intend to discuss this with the National Iwi Chairs Forum at Waitangi in February 2021
- 9 **note** that the Ministry of Education will continue to work with iwi and communities to identify and provide support for critical local histories that work well for teaching and learning in an education setting
- 10 **note** that, when I intend to seek agreement from Cabinet to the final curriculum content in late 2021, I will also report back to Cabinet on:
 - 10.1 the outcome of engagement and how it has informed the final curriculum content
 - 10.2 the package of curriculum resources and supports developed to support schools and kura to integrate Aotearoa New Zealand's histories into their local curriculum.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education

Appendices

Appendix 1: Draft curriculum content for *The New Zealand Curriculum*

Appendix 2: Draft curriculum content for *Te Marautanga o Aotearoa*

Appendix 1 and 2 are publicly available here: <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/>



Cabinet Business Committee

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Aotearoa New Zealand's Histories: Public Engagement on Draft Curriculum and its Implementation

Portfolio **Education**

On 16 December 2020, the Cabinet Business Committee, having been authorised by Cabinet to have Power to Act [CAB-20-MIN-0536]:

- 1 **noted** that in September 2019, Cabinet:
 - 1.1 agreed that *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* be updated to make explicit the expectation that New Zealand's histories are part of the local curriculum in all schools and kura;
 - 1.2 directed the Ministry of Education to develop updated content in *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* for implementation in schools and kura from 2022, working collaboratively with experts, Māori, Pacific and ethnic communities, the sector, students, parents and whānau, and other groups with a strong interest in shaping how New Zealand's histories are taught;

[CAB-19-MIN-0455]
- 2 **noted** that the Ministry of Education has developed draft curriculum content in collaboration with stakeholder groups who have been established to ensure the voices of Māori, Pacific and ethnic communities, the education sector, students, parents and whānau, and historians have contributed to its development;
- 3 **noted** that the Associate Minister of Education (Hon Jan Tinetti) will report to Cabinet in 2021 on the process for the wider refresh of the national curriculum for schooling;
- 4 **noted** that the Minister of Education will approve the final draft curriculum content following editing for content updates, plain language and accessibility;
- 5 **noted** that the Minister of Education intends public engagement on the draft curriculum content to start in February 2021 and run until May 2021;
- 6 **approved** the release of the approved draft curriculum content to support public engagement;
- 7 **noted** that an announcement is planned for Waitangi in February 2021 to signal upcoming wider public engagement

- 8 **noted** that the Minister of Education intends to discuss this with the National Iwi Chairs Forum at Waitangi in February 2021
- 9 **noted** that the Ministry of Education will continue to work with iwi and communities to identify and provide support for critical local histories that work well for teaching and learning in an education setting;
- 10 **noted** that, when the Minister of Education reports to Cabinet in late 2021 seeking agreement to the final curriculum content, he will also report on:
- 10.1 the outcome of engagement and how it has informed the final curriculum content;
 - 10.2 the package of curriculum resources and supports developed to support schools and kura to integrate Aotearoa New Zealand's histories into their local curriculum.

Gerrard Carter
Committee Secretary

Present:

Rt Hon Jacinda Ardern (Chair)
Hon Grant Robertson
Hon Kelvin Davis
Hon Dr Megan Woods
Hon Chris Hipkins
Hon Andrew Little
Hon David Parker
Hon Nanaia Mahuta
Hon Poto Williams
Hon Damien O'Connor
Hon Stuart Nash
Hon Kris Faafoi
Hon Jan Tinetti
Hon Dr David Clark
Hon Dr Ayesha Verrall

Officials present from:

Office of the Prime Minister
Department of the Prime Minister and Cabinet



AIDE MEMOIRE

Aotearoa New Zealand's Histories: Public engagement on draft curriculum and its implementation

Date:	10 December 2020	Priority:	High
To:	Hon Chris Hipkins, Minister of Education	METIS No:	1246707
From:	Pauline Cleaver	Security Level:	In Confidence

Purpose

- In recent years, the public has made it clear that all students should leave school and kura with a **deeper awareness** of Aotearoa New Zealand's key historical events and **the ways they have influenced and shaped our nation**. [Paragraph 10]
- Last year, Cabinet agreed that the teaching of Aotearoa New Zealand's histories **should be made explicit** in the National Curriculum. [Paragraph 10]
- The Ministry of Education has drafted this updated content for both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. It was prepared through **co-design, ongoing collaboration, and testing** with Māori histories experts and other historians, the schooling sector (including history teachers), and representatives from a diverse range of communities. [Paragraph 14, 15, 16, 18]
- This will ensure **everyone can see themselves** in Aotearoa New Zealand's histories.
- The curriculum updates will soon be ready to be released for wider public and sector engagement. [Paragraph 13]
- This update supports the work currently underway to refresh the national curriculum for schooling to **provide clarity for learning that cannot be left to chance**, and what progression looks like. [Paragraph 20]
- Last time I shared this work with Cabinet, I proposed seven themes expected to be covered across each student's learning journey. With our experts, we have **refined these themes into three big ideas and huatau matua** which reflect the original themes. [Paragraph 22]
- In this proposed curriculum content, students will have opportunities to learn multiple histories, **from a local and national perspective**, and explore the ways

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 tukinga nui tonu

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

these have shaped our multiple identities on a national and individual level. [Paragraph 25]

- Mātauranga Māori **is an explicit component** of the updated content, which strengthens the bicultural intent of *The New Zealand Curriculum* and recognises *Te Marautanga o Aotearoa* as the indigenous curriculum. [Paragraph 24]
- By requiring schools to teach critical local histories **identified by iwi and hapū in their rohe**, we are ensuring all students can understand a diverse range of perspectives on events in Aotearoa New Zealand's past, and how this affects our present. [Paragraph 25]
- The draft content I am presenting to you has a few small edits needed before it will be shared for wider public and sector engagement. **This will ensure the language is clear and accessible**, and it will also incorporate feedback from our recent testing into *The New Zealand Curriculum* update. [Paragraph 29, 30]
- I am proposing that Cabinet approves the release of the edited draft content. [Paragraph 34]
- Once you approve the wider release of the proposed curriculum content, I will be able to share the draft updated content with **the iwi and hapū whom we are already working with**. This will ensure they are appropriately supported to identify their critical local histories, work with schools, and are resourced to take an active part in shaping how Aotearoa New Zealand's histories are taught. [Paragraph 39]
- The Ministry is **also initiating targeted engagement with ethnic communities**, including the Muslim and New Zealand Chinese communities, so they can build their own stories and histories to be included in their local schools. [Paragraph 40]
- It is critical that implementation of these changes is well resourced and teachers are supported to get this right. **Support for schools and kura** includes updated online and physical resources, professional learning and development, and opportunities to develop teachers' knowledge of te reo Māori, mātauranga Māori and Te Tiriti o Waitangi. [Paragraph 42]

9(2)(f)(iv)

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 Chris Hipkins
Minister of Education

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Education Report: Updates to the National Curriculum: Aotearoa New Zealand's Histories

To:	Hon Chris Hipkins, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education Hon Jan Tinetti, Associate Minister of Education		
Date:	4 December 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1246266
Drafter:	Stephanie McHardie	DDI:	9(2)(a)
Key Contact:	Pauline Cleaver	DDI:	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	Yes

Purpose of Report

The purpose of this paper is to provide an update on the work underway to update the national curriculum to include Aotearoa New Zealand's histories and to seek your direction on next steps.

Summary

- 1 In September 2019 Cabinet agreed that *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* be updated to make explicit the expectation that Aotearoa New Zealand's histories are part of the local curriculum and marau ā-kura in all schools and kura [CAB-19-MIN-0455 refers, METIS 1204074 refers].
- 2 It is important that students learn both nationally and locally important histories. The national curriculum contains the knowledge, skills and stories that all children must explore. Local stories and events add the richness that will help all learners understand who they are and where they stand. This means that we need to both update the national curriculum document and develop a system of supports which makes it easy for schools and kura to access and integrate local histories and knowledges.
- 3 We have completed draft updates to the national curriculum (*The New Zealand Curriculum* and *Te Marautanga o Aotearoa*) to make explicit the expectation that Aotearoa New Zealand's histories are part of the local curriculum and marau ā-kura in all schools and kura.
- 4 We have started engaging with some iwi regionally to discuss the curriculum development process, seek feedback on themes and begin to test the draft content to inform ongoing development. The level of engagement has been limited and less than expected due to

interruptions from the two COVID-19 outbreaks in 2020. Therefore this engagement will be scaled up and continue throughout 2021.

- 5 **9(2)(f)(iv)**
- 6 Following your feedback, a draft paper to seek Cabinet agreement to publicly release the draft curriculum update will be provided for your consideration. There may be an opportunity to seek feedback on the draft content and the approach for 2021 from the Iwi Chairs Forum on 5 February 2021 in Waitangi ahead of broader engagement with Māori and the wider public.
- 7 You could consider making an announcement at Waitangi on either 5 or 6 February 2021 to signal the wider public engagement. Draft communications, including a draft media release, are appended as Annex 5.
- 8 Note that Hon Tinetti has signalled that she would like to announce the process and scope for the wider refresh of the national curriculum for schooling [CAB-19-MIN-0427 refers] in tandem with the draft Aotearoa New Zealand's histories content. We are seeking direction on the approach you and Hon Tinetti would like to take to Cabinet discussions, in particular whether there should be combined or separate papers and, if separate, the timing and sequencing of those papers.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that the content for the draft updates has been developed collaboratively
- b. **note** the proposed approach to working with iwi

9(2)(f)(iv)

- d. **agree** to work towards presenting the draft curriculum content, engagement and implementation programme to the National Iwi Chairs Forum on 5 February 2021, subject to Cabinet and Iwi Chairs agreement
- e. **agree** to make an announcement at Waitangi on either 5 or 6 February 2021 to signal upcoming wider public engagement (subject to Cabinet approval)
- f. **agree** to work towards Cabinet consideration of next steps for the Aotearoa New Zealand's histories at either:

Agree / Disagree

Agree / Disagree

- a. CBC on 16 December 2020, followed by confirmation at the next Cabinet (option 1)

☒ Agree ☐ Disagree

OR

- b. Direct to the first Cabinet meeting in January 2021 (option 2)

☒ Agree ☐ Disagree

- g. **indicate** your preference for:

- a. a combined Cabinet paper covering Aotearoa New Zealand's histories and Hon Tinetti's update on the scope and process for the wider refresh of the national curriculum

☒ Yes ☐ No

OR

- b. separate papers to be considered at the same Cabinet Committee meeting

☒ Yes ☐ No


OR

- c. separate papers to be considered sequentially by Cabinet (eg Aotearoa New Zealand Histories at CBC on 16 December and the national curriculum refresh at the first Cabinet of 2021)

☒ Yes ☐ No

- h. **agree** that this Education Report is proactively released as part of communications activities following Cabinet decisions with redactions made for Budget sensitive material.

☒ Agree ☐ Disagree


Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

04/12/2020


Hon Chris Hipkins
Minister of Education

6 / 12 / 2020

Background

1. In September 2019 Cabinet agreed that *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* be updated to make explicit the expectation that Aotearoa New Zealand's histories are part of the local curriculum and marau ā-kura in all schools and kura [CAB-19-MIN-0455 refers, METIS 1204074 refers].
2. It is important that students learn both nationally and locally important histories. The national curriculum contains the knowledge, skills and understandings that all children must explore. Local curriculum and marau ā-kura weave in local stories and events to add the richness that will help all learners understand who they are and where they stand. Schools and kura, in collaboration with iwi and communities, will develop local curriculum and marau ā-kura that include specific people, places and events that are locally significant. This means that we need to both update the national curriculum document and develop a system of supports which makes it easy for schools and kura to access and integrate local histories and knowledges.
3. This is the first step in a wider refresh of the national curriculum, which responds to concerns that both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* do not provide enough clarity in both the learning that cannot be left to chance, and what progression looks like [CAB-19-MIN-0427 refers].

Changes to the national curriculum to include histories

4. The draft Aotearoa New Zealand's histories content has been developed using Aotearoa New Zealand's histories academic, curriculum and sector expertise.
5. The writers have been supported by the Whakaruruhau (kaitiaki for the whole project) and Ohu Matua (comprising of curriculum and history experts, Māori, Pākehā, Pacific, migrant communities, disabled peoples, teachers and curriculum leaders).
6. The national curriculum will include opportunities for ākonga to learn multiple histories from a local and regional perspective, as well as a national perspective. The seven themes indicated for inclusion in the national curriculum in the initial announcement made in September 2019 have, following feedback, been refined by talking to our Ohu Matua, teacher groups and historians. Feedback indicated that the number of themes was unmanageable, so we have chunked them into three contexts and identified the big ideas that reflect the original themes.
7. Mātauranga Māori is foundational to the teaching of history in the curriculum and is an explicit component of the updated content which strengthens the bicultural intent of the curriculum.
8. The curriculum model is framed around three components. This is expressed through *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* as follows:

	<i>Te Marautanga o Aotearoa</i>	<i>The New Zealand Curriculum</i>
a)	Mohio: knowledge and awareness of concepts, events, people, sequence and actions of Aotearoa New Zealand's histories	Know and be aware of the key national and local contexts about concepts, events, people, sequence and actions of Aotearoa New Zealand's histories
b)	Mārama: an understanding of why things happened in that way and how	Understand the big ideas which are consistent and influential throughout

	the outcomes impacted others, including influences of Aotearoa New Zealand's histories	Aotearoa New Zealand's histories, why events happened that way and how the outcomes impacted others
c)	Mātau: applying social inquiry skills in order to share knowledge, articulate opinions and debate Aotearoa New Zealand's histories	Do critical inquiry through applying thinking skills specific to histories analysis, in order to share knowledge, articulate opinions and debate Aotearoa New Zealand's histories

9. Through learning about Aotearoa New Zealand's histories, ākonga will develop understanding about:
 - the unique status of Māori as the indigenous peoples of Aotearoa
 - the importance of the growth and retention of te reo Māori, iwi cultural practices and histories from a Māori world view
 - the multiple perspectives in relation to historical and contemporary events and issues
 - local and global events and occurrences that impacted and continue to impact on the full realisation of Māori social, political, cultural and economic aspirations
 - local and global events and occurrences that have shaped our changing sense of belonging and identities, including Aotearoa New Zealand as a Pacific nation.
10. Within each curriculum document, student progress is supported by descriptions of the most important learning across all ages and stages students' learning journeys.
11. The draft Aotearoa New Zealand's histories update honours Te Tiriti o Waitangi by requiring local curriculum and marau ā-kura to include rohe (local) contexts as defined by iwi and hapū. This supports the recently legislated *Education and Training Act 2020*, which includes 'establishing and regulating an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships' (section 4).
12. The draft content has been tested by a small number of schools and kura from four regions during Terms 3 and 4 2020. The testing was smaller than planned due to the sector facing other priorities identified through COVID-19.
13. The purpose of testing was to gather feedback on how well the content and structure supports kura and school leaders, and kaiako and teachers to enrich their marau ā-kura and local curriculum. We were also interested in gathering insights from kura and schools about the resource supports and professional learning needs to ensure successful implementation of the Aotearoa New Zealand's Histories curriculum content.
14. The content ready for wider sector and public engagement is attached as Annexes 1 and 2.

Updates specific to *The New Zealand Curriculum*

15. The draft Aotearoa New Zealand's histories update has been developed to align with wider work to refresh *The New Zealand Curriculum* (NZC) [METIS 1245699 refers]. The

structure tests a curriculum model which brings clarity about the most important learning for students and ākonga across all ages and stages of learning.

16. In the draft content national contexts have been proposed to ensure all students grow an understanding of the nationally significant events that have shaped our nation. It also expects that ākonga will learn and grow their knowledge and understanding of local histories. These local histories need to be identified and developed with local communities and mana whenua (discussed further below).
17. The refreshed curriculum will be bicultural, clear and easy to use to deliver inclusive, equitable connected and future-focussed learning. A bicultural curriculum that is based on Te Tiriti o Waitangi acknowledges iwi as partners in teaching and learning, and values and sustains identities, languages and cultures so that all learners can see themselves in the curriculum.
18. The level of change to bring about this clarity does mean the draft content for Aotearoa New Zealand's histories will be structured differently from other parts of *The New Zealand Curriculum*.
19. Because of the level of change to the structure in *The New Zealand Curriculum*, we have discussed with Hon Tinetti the importance of aligning announcement of the scope and process for the wider national curriculum refresh to the timeframe of public engagement of the draft histories content. In particular this is so that there is transparency and certainty for next steps. Hon Tinetti has indicated that she intends to bring forward her planned update to Cabinet on the Curriculum, Progress and Achievement work programme so that next steps progress in tandem. We are separately providing advice to Hon Tinetti on the scope and process for refreshing the national curriculum [METIS 1246277 refers].
20. Through testing the content with schools we learnt that curriculum leaders are generally positive regarding the draft content. Most respondents agree this is the right structure and level of detail, although we may need to pull back the amount of content in the older years. They responded positively to the draft progressions. However, responses were more mixed about preparedness and access to resources, and this will inform our implementation work in 2021.

Updates specific to *Te Marautanga o Aotearoa*

21. For *Te Marautanga o Aotearoa* the draft Aotearoa New Zealand's histories update has been developed to align with wider work to update the curriculum [METIS 1245699 refers]. While the framing for *Te Marautanga o Aotearoa* as an indigenous curriculum has been developed, we are still working with the sector to codesign how this will inform the structure and content of learning areas such as Tikanga ā-iwi, so it is not yet fully reflected in the draft Aotearoa New Zealand's histories.
22. Transparency and certainty of next steps in the wider refresh is equally as important for *Te Marautanga o Aotearoa*, so that there is trust that we are continuing to work towards refreshing it to be an ākonga centred, holistic and future focussed curriculum grounded in te ao Māori.
23. The inclusion of a new whenu (strand) - Te Takanga o te Wā - gives Aotearoa New Zealand's history its own unique place, status and integrity under the mantle of Tikanga ā-iwi. Te Takanga o te Wā includes huatau matua (key concepts) that describe whakapapa, tūrangawaewae, mana motuhake, kaitiakitanga and whanaungatanga and these should be used as a lens to consider historical narratives and its impacts over

time. Ākonga will develop understanding about these concepts and the relationship of these to individual and collective Māori identity.

24. *Te Marautanga o Aotearoa* will include opportunities for ākonga to learn multiple histories, from a local and regional perspective, as well as a national perspective.

Whakapapa	Since the beginning of time whakapapa has been integral to our society. If the question is posed about where one is from and who they are, the answer is found in whakapapa.
Tūrangawaewae	Our country and land is significant and is a place for connection, belonging and wellbeing.
Mana motuhake	Mana motuhake is passed through generations. When someone is born, they are endowed with ancestral mana.
Kaitiakitanga	There are many tikanga that were brought into being to protect our treasures. The formation of custodial tikanga were and are important for the wellbeing of people in the past, present and future. Kaitiaki of historical narratives are found in hapū and iwi.
Whanaungatanga	Whanaungatanga is the vehicle through which people connect with one another and with the environment. It is through multiple connections one learns about their place in the world.

25. We took a conservative approach to updating and testing *Te Takanga o te Wā* within Tikanga ā-iwi understanding that a greater change for kaiako is coming in the update of *Te Marautanga o Aotearoa*.
26. The feedback to the draft content has been received from a number of sources. Respondents recognised that it reflects mātauranga Māori and provides the opportunity for kaiako and teachers to develop learning and teaching programmes that support local and national histories for all ākonga. Respondents identified that the draft content enables kura to strengthen their relationships with local iwi and hapū, enhancing successful designing of marau ā-kura. As the sector testing was small, it is imperative that we move quickly to engage with a new cohort of kura immediately to validate first findings, which were positive.

Iwi engagement, including to support inclusion of local histories

27. We have been engaging with iwi regionally to discuss the curriculum development process, seek feedback on themes and begin to test the draft content to inform ongoing development. This engagement will be scaled up and continue throughout 2021. Our engagement plan specific to working with iwi is appended as Annex 3.
28. Critical to successful implementation of the national curriculum is weaving local contexts and knowledges into teaching and learning, including iwi histories. Treaty settlement histories provide a good, start but we also need to support iwi and hapū to build sustainable relationships with schools and kura in ways that they retain mana motuhake over their knowledge.

29. This is a significant undertaking and we are still navigating how best to enable this, with the support of Te Ara Whiti. As a first step, we have provided initial support for iwi and hapū to:
- identify their critical local histories
 - work with schools and kura to identify and access local histories and knowledge relevant to their area, including:
 - places of significance
 - significant tipuna
 - significant events
 - local taonga
 - provide support to ensure critical local histories will work well for teaching and learning in an education setting.
30. We have begun conversations with a number of iwi and are currently working on a range of partnership agreements with them. We expect to finalise these agreements in the coming months.
31. 9(2)(f)(iv) [REDACTED]
32. There is an opportunity to seek feedback from the Iwi Chairs Forum on 5 February 2021 in Waitangi. If you agree to this opportunity we will approach the Forum to arrange this.
33. Alongside the work with iwi, we are working on the best approach to supporting the inclusion of other local histories of significance (eg Pacific and other migrant communities) as schools and kura implement the national curriculum in their local contexts and to meet the needs of their students.

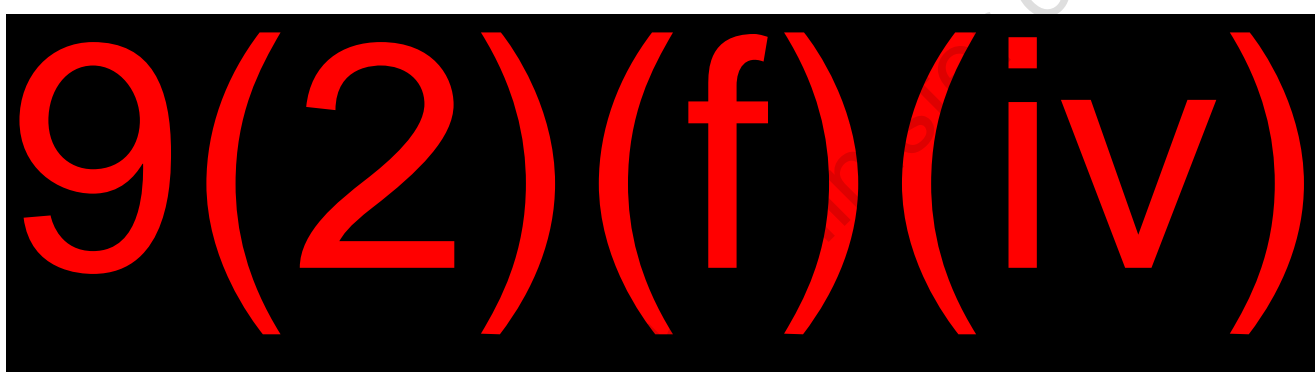
Engagement and implementation of draft content

34. For the next phase in refining the content, we would like to build on the partnerships with schools, kura, iwi, hapū and community. The draft engagement and implementation plan is attached as Annex 4 and was discussed with our Ohu Matua group on 1 December 2020. The feedback was positive and the group discussed multiple entry points that the Ministry could access to ensure wide engagement.
35. The testing and consultation phase of the plan will see ongoing in-depth testing of the draft content with all schools and kura to ensure the Aotearoa New Zealand's histories update is fit for purpose now and in the future, and that it supports the languages, identities, cultures and wellbeing of all students. This will also allow us to continue to build awareness in the sector of the upcoming changes and give the sector an early opportunity to experience and understand the proposed changes.
36. Including Aotearoa New Zealand's histories in the national curriculum is of significant interest to the public. We will commence public and targeted community engagement during Term 1 2021 to seek feedback on the draft content and build public understanding and awareness of the work. This will be supported by a national

advertising and social media campaign. Key components of the engagement will include:

- An announcement at Waitangi on either 5 or 6 February 2021 to signal the wider public engagement. Draft communications, including a draft media release, are appended as Annex 5.
 - Opportunities to provide feedback through both detailed and high level surveys and targeted discussion available in a range of languages. We are seeking feedback from a range of respondents including learners and whānau, schools and kura, iwi, hapū, historians, ethnic, migrant and community groups and the wider community.
 - Ministry support for schools, kura, museums and community groups who wish to promote the content and generate discussion about this work through engagement events and focus groups.
 - Support for regionally initiated engagement events, focus groups and promotions in locations and contexts appropriate for Māori communities.
 - Ministry partnership with local government and heritage organisations such as museums, libraries and historical societies to run events to build awareness and seek feedback.
 - Early monitoring of engagement outcomes to identify any potential gaps in communities and targeted audiences. This will be managed by a contracted provider.
37. The feedback taken from public engagement will inform the final curriculum updates that we are seeking to formalise through *The New Zealand Gazette* in 2021. We expect to be able to finalise the content in May and June 2021, for you to seek Cabinet approval to formalise the updates.
38. Reframing the engagement approach in this way may push the timeline for gazetting the content back to late 2021.
39. Following this, we are proposing a vibrant launch events to introduce the updated Aotearoa New Zealand's histories content in the national curriculum to the sector. Again, we will partner locally with museums, libraries and other groups for this event, and will make use of social media and other promotional channels.
40. To support schools and kura in their own preparation phases of activating partners, laying foundations and implementing the new curriculum content, our sector supports and national resources will be available from early 2021.
41. This phased implementation approach will have an initial focus on building the curriculum leaders of each school and kura to understand and plan for the change, moving towards embedding the updated curriculum in their local curriculum design. Implementation supports include:
- updated online content and resources
 - training opportunities to support use of new curriculum supports and resources such as Te Aho Ngārahu

- dedicated Networks of Expertise and Kahu Pūtoi
 - dedicated resource to support local curriculum design
 - utilising regionally allocated professional learning and development
 - opportunities to develop teachers' knowledge of te reo Māori, mātauranga Māori and Te Tiriti o Waitangi
42. Tools and resources will be developed for correct audiences in appropriate ways.
43. A gap analysis is proposed to assess the quality and coverage of currently available resources relating to Aotearoa New Zealand's histories. This includes content from a combination of print, online, video and audio resources, indicating the relevance to regional and national histories. A localised resources digital platform will be developed during 2021 where users can find relevant resources and information for each region.



Next steps

45. We are making changes to the draft engagement and implementation plan attached as Annex 4 following feedback from our Ohu Matua group on 1 December 2020.
46. We will continue cross-agency engagement on the draft content ahead of Cabinet.
47. To enable discussion of the draft curriculum content, and the engagement and implementation plan, with the Iwi Chairs Forum on 5 February 2021 in Waitangi we anticipate working to one of the following timelines for Cabinet decisions:

Option 1

Feedback on this Education Report	At 7 December agency meeting
Draft Cabinet paper for your consideration	By 10am Wednesday 9 December
Revised Cabinet paper for lodgement	By 10am Thursday 10 December
CBC Consideration	Wednesday 16 December
Cabinet consideration	TBC (anticipate approx. 26 January)

Option 2

Feedback on this Education Report	At 7 December agency meeting
Draft Cabinet paper for your consideration	By Wednesday 16 December
Revised Cabinet paper for lodgement	By 10am Thursday 21 January (TBC)
Cabinet consideration	TBC (anticipate approx. 26 January)

48. As noted above, Hon Tinetti has signalled that she would like to announce the process and scope for the wider refresh of the national curriculum for schooling [CAB-19-MIN-0427 refers] in tandem with the draft Aotearoa New Zealand's histories content. We would like direction on the approach you and Hon Tinetti would like to take to Cabinet discussions, in particular whether there should be combined or separate papers and, if separate, the timing and sequencing of those papers.
49. We are preparing a communications plan and supporting collateral for communications and engagement activities following Cabinet agreement to public engagement on the draft curriculum content. Drafts of these materials are attached as Annex 5.

Proactive Release

50. It is intended that this Education Report is proactively released as part of communications activities following Cabinet decisions. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: Detailed draft curriculum content for *The New Zealand Curriculum*
- Annex 2: Detailed draft curriculum content for *Te Marautanga o Aotearoa*
- Annex 3: Aotearoa New Zealand's Histories: Working with iwi
- Annex 4: Draft Engagement and Implementation Plan
- Annex 5: Draft communications to support the announcement of the public engagement

Appendix 1 and 2 are publicly available here: <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/>

Annex 5 withheld in full under section 9(2)(g)(i)

Aotearoa New Zealand's Histories: Working with Iwi

Engagement

Testing

Implementation

Purpose:

Iwi have the opportunity to exercise their expertise and responsibility over mātauranga ā-iwi and iwi histories through a co-design process for curriculum design and implementation, specifically:

1. Iwi identify and agree critical local histories that can be used in the teaching and learning of Aotearoa New Zealand's histories
2. There is understanding between schools, kura and the wider community, and iwi and hapū, on agreed contexts for local curriculum and marau ā-kura
3. There is understanding between schools, kura, iwi, hapū, and the wider community on agreed ways of working together to design and deliver quality local curriculum and marau ā-kura

Information sharing (Sept 2020 →)

The Ministry seeks engagement with iwi and listens to what are the aspirations of iwi and hapū

- Utilise Te Poutama (see over page) to frame initial and ongoing engagement
- Socialise the curriculum development process and approach with iwi groups
- Test agreed themes for feedback
- Begin to test the draft Te Marautanga o Aotearoa and The New Zealand Curriculum content with iwi groups
- Utilise feedback to inform ongoing content development

Consultation (Sept 2020 – May 2021)

Ensures conversations happen between schools, kura, the Ministry and iwi to get feedback and inform local curriculum and marau ā-kura content

National

- Engage with Iwi Chairs Forum to seek advice on both Te Marautanga o Aotearoa and The New Zealand Curriculum draft and for curriculum supports that draw on iwi and Māori histories
- Identify national resources that will support national and local contexts for learning

Local

- Continue testing the draft curriculum content with iwi groups to seek their feedback
- Identify places, events, people, taonga that are relevant to iwi and hapū in their rohe for local curriculum design

Partnership (Nov 2020 →)

The process local curriculum and marau ā-kura design is inclusive of iwi, schools and kura

- Align local content that best supports learning of histories across ages and stages
- Work with iwi to build a resource bank of content to support local curriculum and marau ā-kura design and implementation
- Design ways of building teacher knowledge and capability together
- Collaborate with other community organisations and local government to share and make accessible local knowledge and resources

We utilise **Whakapūmautia, Papakōwhaitia, Tau Ana**, the Ministry's framework for iwi and hapū relationships, which validates and affirms the place of iwi in educational conversations and decision-making processes that impact on the education experiences of their members and tauiwi who reside in their iwi rohe

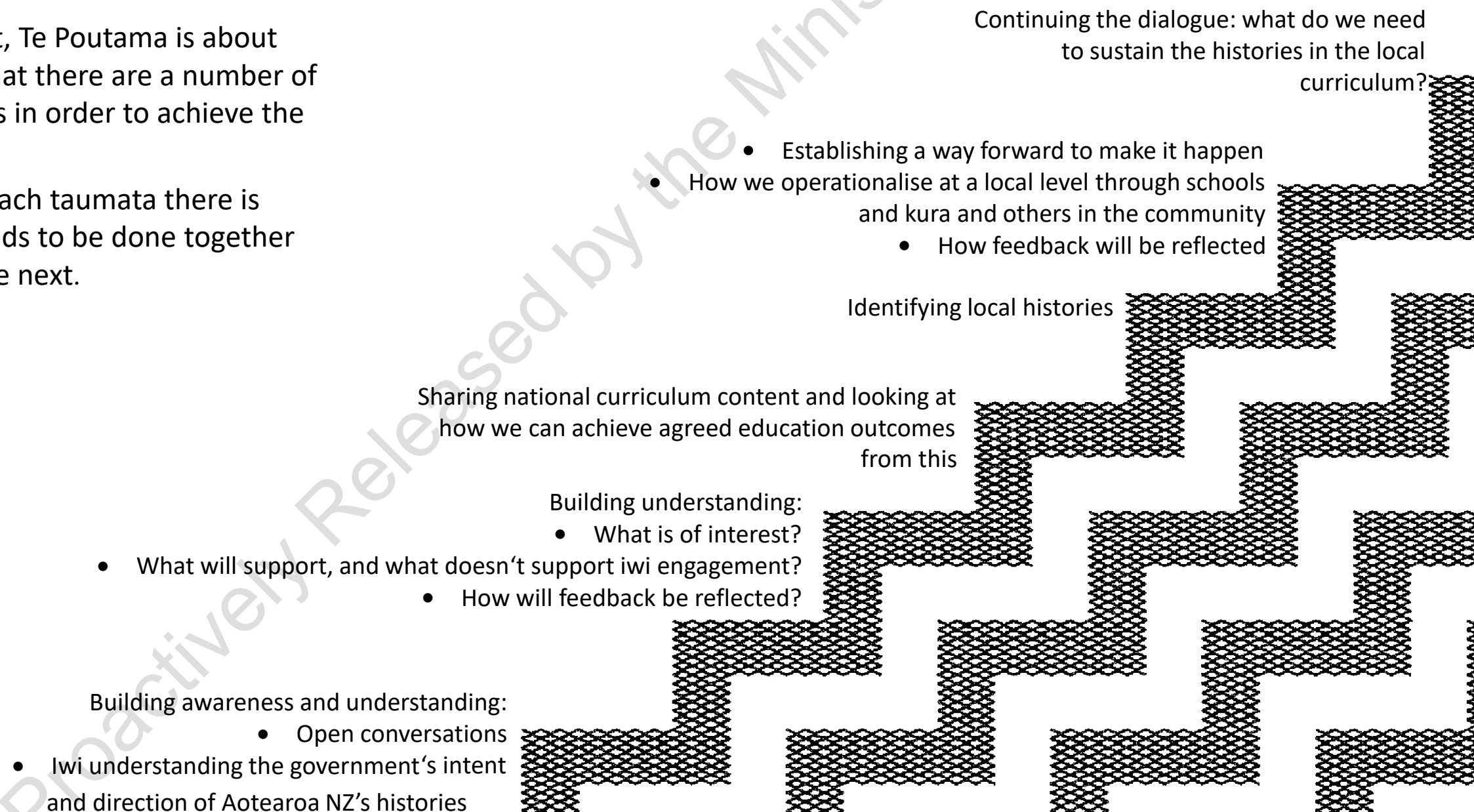
Te Poutama

Te Poutama represents whakapapa, aspirations. In an educational context it provides a metaphorical pathway to the highest level of achievement.

The model of informing and engaging can be likened to Te Poutama.

In this context, Te Poutama is about recognising that there are a number of different steps in order to achieve the overall goal.

However, at each taumata there is mahi that needs to be done together to climb to the next.



Aotearoa New Zealand's Histories Engagement and Implementation

