



Briefing Note: Engaging with iwi and Māori regarding Aotearoa New Zealand's Histories

To:	Hon Kelvin Davis, Associate Minister of Education		
Cc	Hon Chris Hipkins, Minister of Education		
Date:	6 July 2020	Priority:	Medium
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Purpose of Report

The purpose of this paper is for you to:

- **Note** the progress we have made on updating and implementing the national curriculum with revised content that makes explicit the expectation that Aotearoa New Zealand's histories will be taught in all schools and kura from 2022.
- **Note** that, in light of the Government's recent priority focus on dealing with the Covid-19 crisis, the aspects of our work involving stakeholder testing, including with iwi, were rescheduled and this has delayed the finalisation of draft curriculum content and defers the update to Cabinet, originally planned for June 2020.
- **Note** the initial engagements we've had with iwi about the Aotearoa New Zealand's Histories work programme and the progress made on draft curriculum content.
- **Note** the proposed engagement approach for working with iwi and Māori for the Aotearoa New Zealand's Histories work programme.
- **Agree** to proactively release this report with any appropriate redactions.

Agree / Disagree

KD

Summary

- In September 2019, the Government announced that the national curriculum will be updated to make explicit the expectation that Aotearoa New Zealand's histories will be taught in all kura and schools.

- In January 2020, we provided the Minister of Education, Hon Chris Hipkins and yourself with an update on our phased approach to designing and implementing the Aotearoa New Zealand's histories curriculum updates [METIS 1213102 refers]. At that time the Minister of Education agreed to provide an update to Cabinet in June 2020, when we expected to have draft national curriculum content ready for wider engagement.
- In mid-March 2020, in light of the increasing risk associated with the Covid-19 virus in New Zealand, attention needed to be diverted to respond to the pandemic. Rules around face to face interaction were established as part of the nation's Alert Level response. Although our writing groups have been able to continue drafting curriculum content, we have not had the ability to test their work in any consultative setting, including with iwi and Māori.
- We have recently advised the Minister of Education that the earliest we could support him to update Cabinet on the draft curriculum content is 29 July 2020 (Social Wellbeing Committee) [METIS 1226694 refers]. We will also need to alter the public engagement period to run from October 2020 to March 2021 (with targeted engagement starting in August 2020).
- Māori as tangata whenua, have a critical part to play in ensuring curriculum content, resources and supports concerning iwi and Māori history are accurate, sensitive, culturally authentic and substantiated within the iwi concerned. However, due to testing delays and dependencies, only very targeted testing of the draft curriculum content will be able to occur with iwi and Māori organisations before the content is taken to Cabinet. Targeted testing will be run by both the Ministry's national and regional offices.
- Our national office will test the draft curriculum content with our stakeholder groups, including the Whakaruruhau, comprised of kaumātua and guardians of the teaching and learning of broader Aotearoa New Zealand's histories; and our Ohu Matua (Reference Group) which has wide representation from curricula and history experts, diverse communities and whānau; and the Iwi Chairs Forum.
- Regional offices will firstly socialise the Aotearoa New Zealand's histories development process and approach with iwi groups who they have existing relationships with. Following this step, regional offices will then test the draft curriculum content with iwi groups who are ready to engage with it, to seek their feedback.
- Following Cabinet approval, during the phase of wider consultation, we will continue to engage with the Iwi Chairs Forum and our stakeholder groups. At a regional level, the Ministry will continue to work with iwi and Māori organisations that wish to work with us on updating content in the national curriculum for implementation in kura and schools.

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

06/07/2020

Hon Kelvin Davis
Associate Minister of Education

17/07/2020

Background

1. On 12 September 2019, the Government announced the national curriculum would be updated to make explicit the expectation that Aotearoa New Zealand's Histories are taught to all students in kura and schools from 2022 [CAB-MIN-19-0455 refers].
2. The Ministry is committed to a design and development approach which reflects the views and aspirations of Māori, Pacific and ethnic communities, the education sector, students, parents and whānau, and historians. National stakeholder groups have been established to ensure these voices guide, inform and contribute to the development of the curriculum content [METIS 1213103 refers].
3. On 10 February 2020 Minister Hipkins agreed to a four phased approach and timeline to designing and developing the updates for *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* with the aim of gazetting the updates by the end of Term 1 2021 [METIS 1213103 refers]. This timeline saw the Ministry developing the draft curriculum collaboratively with our established national stakeholder groups in readiness for Cabinet approval for wider engagement on the content in June 2020.
4. Since March 2020 however, the Ministry of Education has paused meetings with our stakeholder groups, and with iwi, in light of the priority given to responding to the Covid-19 crisis and ensuring the health and safety of our staff and stakeholder group members. This has resulted in a delay to the completion of phase two, the co-design and development of curriculum content with the established stakeholder groups and with iwi.
5. In June 2020, we provided Minister Hipkins with advice that the timeframe for completion of phase two needed to be extended, impacting on when phase three could begin [METIS 1226694 refers]. We now intend to support Minister Hipkins to update Cabinet on the draft curriculum content on 29 July 2020.
6. This change will still enable public engagement for six months from October 2020 to March 2021 (with targeted engagement starting as soon as possible in August 2020), and ensure we keep to our original deadlines for gazetting and implementation.

Engagement with iwi and Māori to date

7. Working collaboratively with the Ministry, iwi and Māori have a critical role in determining and agreeing the criteria that will underpin the development of updated content in *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*. This will ensure the cultural authenticity and accuracy of iwi and Māori histories and that iwi have mana motuhake over mātauranga ā-iwi.
8. Prior to engaging with iwi, we met with the Office of Māori Crown Relations - Te Arawhiti (Te Arawhiti) officials in December 2019, to seek advice about engaging with iwi and Māori. We will continue to work with Te Arawhiti throughout the work programme to ensure we are engaging with iwi and Māori appropriately at the different levels – nationally, regionally and locally.
9. The Ministry has existing channels to engage with iwi and Māori organisations at national, regional and local levels. We have relationships with a number of iwi, which are managed at Ministry regional office level. During phase one, we had some initial discussions with iwi to inform the Aotearoa New Zealand's Histories work, including the overarching themes

and identifying further opportunities to work together. Two current members of the Iwi Chairs Forum Pou Tangata group have participated in these discussions as representatives of their respective iwi.

10. We have held one meeting with the Ohu Matua and received overall endorsement from the group on the approach to development. We have also held productive meetings with the Interagency Group¹ and Independent Expert Advisory Group, both of whom have provided overall endorsement for the direction of the project. We were due to meet with the Whakaruruhau, but this was deferred when the Alert Levels were raised.
11. Our writing groups have completed a draft framework for Aotearoa New Zealand's histories content and are developing a definition of what this learning looks like as students progress through their schooling. We have not, as yet, been able to test this content with our stakeholder groups or the Iwi Chairs Forum via national channels; or with iwi via our established relationships managed by regional offices. We expect to begin this engagement work in late June and early July.

Our approach to engaging with iwi and Māori during the remainder of phase two

12. Phase two consists of the co-design and development of draft curriculum content with our national stakeholder groups and with iwi, prior to the wider engagement (following Cabinet approval) running from October 2020 to March 2021 (with targeted engagement starting in August 2020).
13. The Ministry intends to run some very tight and targeted testing of the draft content before Minister Hipkins shares it with Cabinet on 29 July. This testing will take place via our established stakeholder groups; the Iwi Chairs Forum; and via regional offices existing relationships with iwi groups.
14. Our preferred approach to engagement, under normal circumstances, would be *kanohi ki te kanohi* to allow *whakawhanaungatanga* and to build and strengthen partnership. However, due to timing and geographical and potential public-health constraints, we intend to run a mixture of *kanohi ki te kanohi* and virtual engagements.
15. To ensure we have a robust process we will utilise *Whakapūmautia, Papakōwhaitia, Tau Ana*, the Ministry's framework for iwi and hapū partnerships. This framework is based on the Crown's (and its agents) Te Tiriti obligations of working in partnership with iwi to ensure the protection of taonga including language, culture and identity and respond to and address inequitable outcomes for Māori caused by failures in the education system. *Whakapūmautia, Papakōwhaitia, Tau Ana* 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.

National stakeholder groups and Iwi Chairs Forum

16. We intend to re-engage with our stakeholder groups, including He Whakaruruhau and He Ohu Matua as soon as possible. As a first step we will seek their feedback, via hui, on the draft feedback and progressions to ensure we have incorporated their feedback, and received their overall endorsement, before the draft content is shared with Cabinet.

¹ Agencies include: Office of Ethnic Communities, Archives New Zealand, Heritage New Zealand, New Zealand Council for Education Research, National Library of New Zealand, Te Aho o Te Kura Pounamu, Ministry for Culture and Heritage, Ministry for Women, Te Puni Kōkiri, Ministry for Culture and Heritage, Education Review Office, Te Aho o Te Kura Pounamu and Museums Aotearoa.

17. The same content will be tested with the Iwi Chairs Forum (working with the Pou Tangata group) for the same purpose. We will approach the Forum to determine their preferred approach to engagement in such a short timeframe.
18. These engagements will be managed through national office channels.

Iwi relationships managed by Regional Offices

19. In addition to the above, iwi expertise at a strategic oversight level is important to ensure that iwi groups have the opportunity to exercise their expertise and responsibility over mātauranga ā-iwi and iwi histories through a co-guidance process for curriculum design and implementation with regard to iwi and Māori histories.
20. Regional offices will take a stepped approach to engagement with those iwi who they have existing relationships with. The first step, which has already begun, is the immediate socialisation of the development process and timeframes for the Aotearoa New Zealand's histories work programme. This would allow iwi representatives to ask general questions about the approach to curriculum design, development of curriculum rauemi and supports – particularly those which draw on iwi and Māori histories – and implementation.
21. The second step will involve more thorough testing of the draft framework and progressions with one or two identified iwi, to inform the draft content provided to Cabinet.
22. This thorough testing will continue during phase three to inform the final content which is gazetted in 2021.

Phases three and four

Phase 3: wider public engagement (August 2020 – March 2021)

23. Engagement will focus on providing an opportunity for the Iwi Chairs Forum (working with the Pou Tangata group), and individual and collective iwi and Māori organisations at regional and local levels as appropriate, to provide advice to the curriculum design groups and curriculum rauemi and supports groups on curriculum design and curriculum supports that draw on iwi and Māori histories.
24. There may also be an opportunity to engage with iwi and Māori at Waitangi 2021 ahead of Cabinet decisions in February or April.
25. The models of engagement which we establish during phase two will continue during phase three.

Phase 4: introducing and implementing (April/May – 2022)

26. Engagement will focus on providing an opportunity for the Iwi Chairs Forum, and individual and collective iwi and Māori organisations at regional and local levels as appropriate, to socialise the changes in the national curriculum with whānau, hapū, the wider Māori community, kura and schools, and to provide advice and feedback on the implementation packages for *Te Marautanga o Aotearoa* and *The New Zealand Curriculum*.
27. During phase four, we will also work with iwi, Māori and local communities to develop local curriculum supports. This work will be led by the Aotearoa New Zealand's Histories project team, working collaboratively with Ministry regional offices, who hold the relationships with iwi at the regional level and will lead implementation work with kura and schools.

28. To ensure successful implementation, we have begun planning our national implementation approach, which needs to be cohesive at national, regional and local levels

Next steps

29. We will provide Minister Hipkins and Associate Ministers with draft curriculum content when it is ready.
30. We will engage with our stakeholder groups and the Iwi Chairs Forum to begin testing the draft framework, followed by the learning progressions, for Aotearoa New Zealand's histories content as soon as possible.
31. Regional offices will continue to socialise information about the Aotearoa New Zealand's histories work programme with iwi in their regions and test the framework and progressions with one or two identified iwi, to inform the draft content provided to Cabinet.

Proactive Release

32. 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.