

Refreshing *The New Zealand Curriculum*

Te Mātaiaho | the draft Curriculum Framework

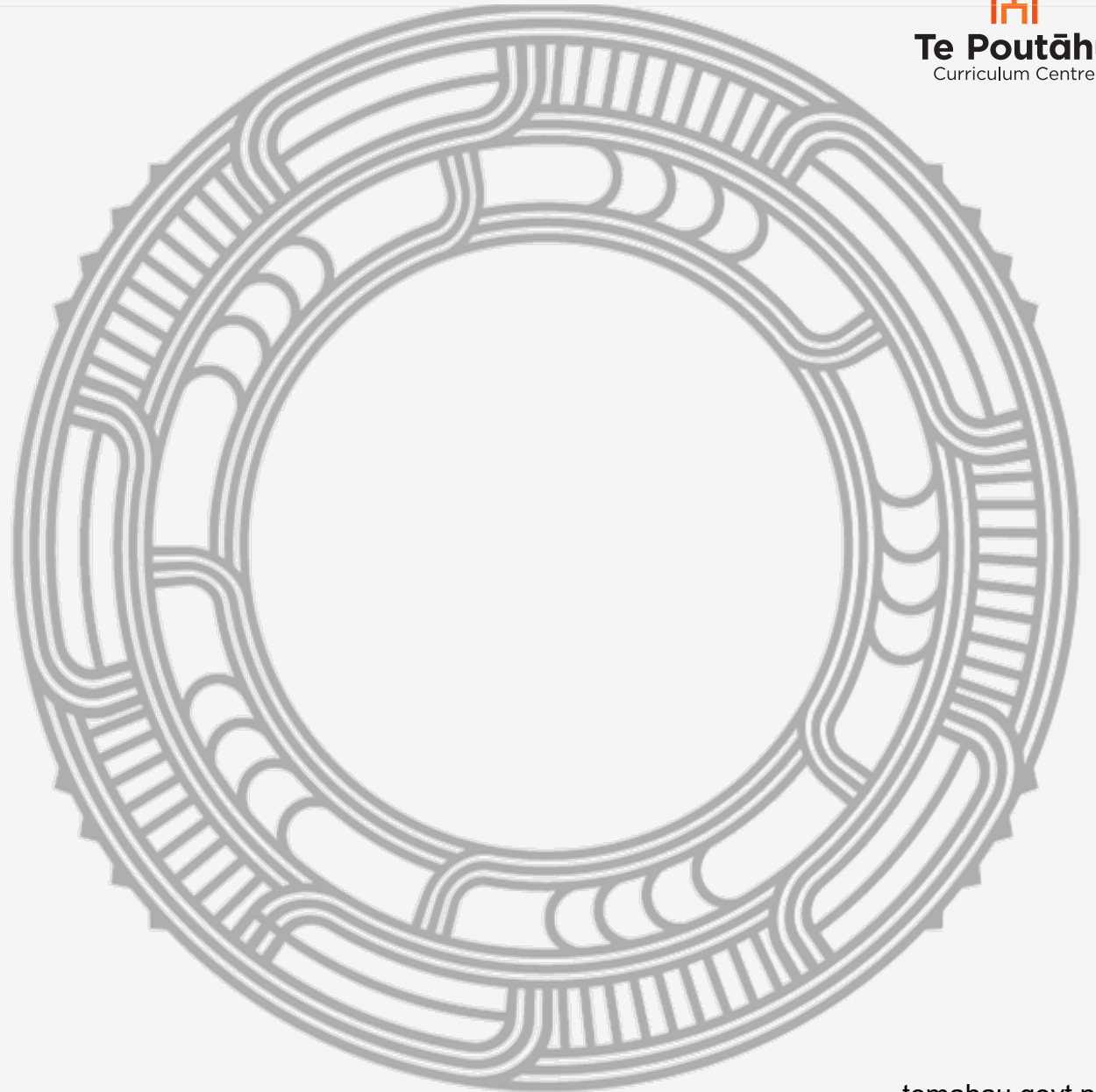
March – May 2023

curriculumrefresh.education.govt.nz



**Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.**

**Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.**



Karen Spencer

Principal Advisor

Te Poutāhū (Curriculum Centre)

Purpose of this session

It is an opportunity to begin to **grow awareness and understanding of Te Mātaiaho, the draft refreshed curriculum.**

We are seeking feedback on the framework as a whole and specific feedback on three curriculum components:

- Mātairea – supporting progress
- Mātaioho – school curriculum design and review
- Mātaiahikā – connecting to place and community

We also want to know how ready your school feels to start responding to Te Mātaiaho, and the usefulness of available supports and resources.

Refreshing The New Zealand Curriculum

Presentation Content

1

Why we're refreshing the NZC

2

Te Mātaiaho: A curriculum framework that gives effect to te Tiriti and is inclusive of all ākonga

3

Draft English, Mathematics & Statistics content

4

Te Mātaiaho Implementation

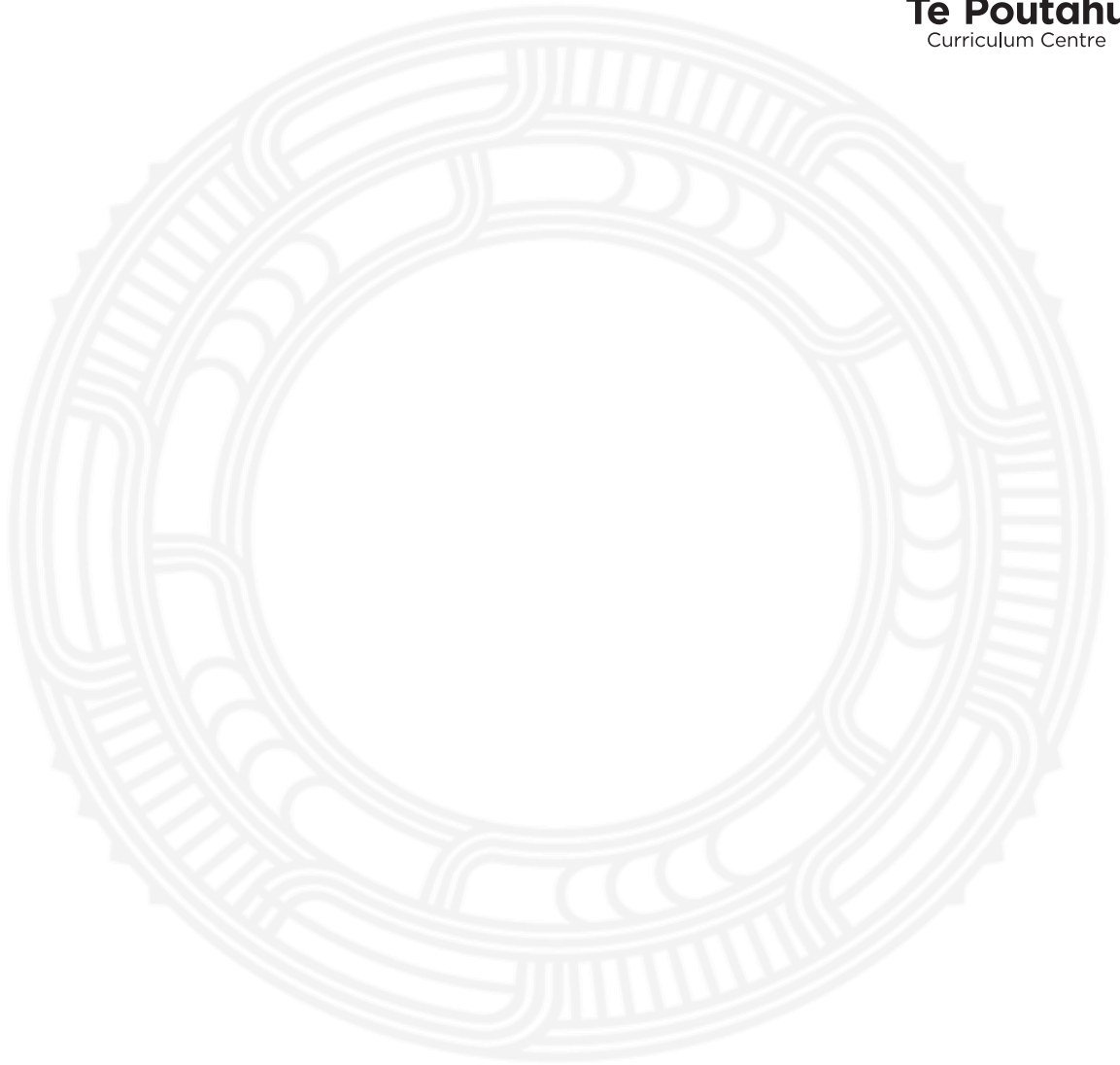
5

Get involved



01

Why we're refreshing the NZC



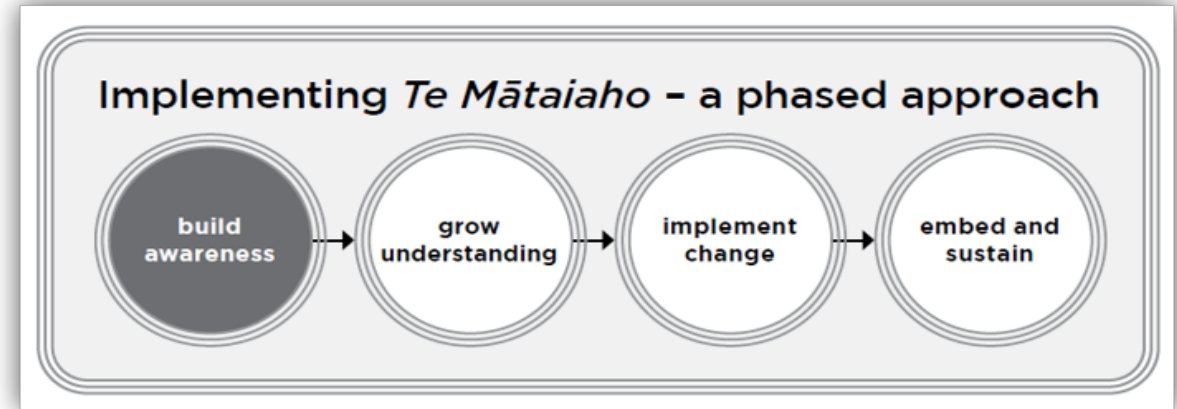
We're refreshing the NZC so that it:

- ① **Gives effect to Te Tiriti o Waitangi**
- ② **Is inclusive so that all ākonga see themselves, and succeed in their learning**
- ③ **Is clear about the learning that matters**
- ④ **Is easy for you to use**



Our change journey

- Everyone is at a different stage in their refresh journey.
- Take time getting to know and understand the implications of the refreshed content before seeking to make changes.
- Strengthen from where you are now using the existing expertise of your ākonga, their whānau, your colleagues and your community.
- Use 2023 – 2025 to phase change steadily over time.
- Today is an opportunity to start, or continue, the journey together.





2007 NZC

Vision for Young People
and Purpose



Curriculum Levels &
Achievement Objectives

Learning Areas, Mātauranga
Māori, Key Competencies,
Literacy & Numeracy

Refreshed NZC

- A refreshed framework that gives effect to te Tiriti o Waitangi and is inclusive of all ākonga.
- The curriculum is designed as a **whakapapa** with 7 components. It calls on schools to enact three curriculum principles to ensure equity and inclusion for all ākonga.

- **5 phases of learning**
- **40 progress outcomes, 5** per learning area.
- Each progress outcome describes what ākonga need to **Understand, Know and Do** at each phase of learning.

- The refreshed NZC will be organised around the same eight learning areas and key competencies from the 2007 Curriculum.
- Mātauranga Māori will sit at the heart of the learning areas - with key competencies, literacy, and numeracy explicitly woven into each learning area.

Ruth Snowden

Te Rarawa | Ngāti Whātua | Rauru | Ngāi Tahu

Chief Advisor

Te Poutāhū (Curriculum Centre)

02

Te Mātaiaho: Curriculum Framework

September 2022 Testing

What you told us and how we responded

Feedback	Changes
Schools were not clear about the relationships of the components within the whakapapa and did not find it easy to use.	<ul style="list-style-type: none">• Added “in a nutshell” summaries to all components making the connections between the parts explicit• Made the structure more logical• Simplified the language
The progression model is confusing	<ul style="list-style-type: none">• Clarified the key ideas of progress & progression in Mātairea• Located pedagogy alongside progression in Mātairea.• Revised the progression model diagram to more clearly show the phases of learning
Some aspects did not feel inclusive	<ul style="list-style-type: none">• Articulated connection between Mātairea phases of learning and inclusive pedagogies• Removed the word “typical” from the Learning Areas’ progress outcomes
More implementation support needed for working with tangata whenua, mātauranga Māori and for planning, assessing and reporting	<ul style="list-style-type: none">• Readiness Tool has been updated• Feedback taken into guidance development



The New Zealand Curriculum Refresh

Te Mātaiaho



Te Poutāhū
Curriculum Centre

Te Mātaiaho

THE REFRESHED NEW ZEALAND CURRICULUM

DRAFT FOR TESTING | March 2023

*Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.*

*Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.*



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

**Te Kāwanatanga
o Aotearoa**
New Zealand Government



The New Zealand Curriculum Refresh

Dr Wayne Ngata

Whakapapa of Te Mātaiaho

The design of the whakapapa encompasses seven curriculum components. The simple circular design is made up of whakarae (patterns) that breathe life into the whakapapa and reflect the ideas of observing, reading the signs, and navigating our way forward.

MĀTAIRANGI | The guiding kaupapa

The overarching kaupapa, expressing the centrality of Te Tiriti o Waitangi and its principles, and New Zealand's vision for education

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.

The outer rings represent our guiding kaupapa.

MĀTAIAHIKĀ | Connecting to place and community

Learning through local relationships with tangata whenua and the community

Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.

Poutama curves represent local relationships with tangata whenua and the community.

MĀTAINUKU | Creating a foundation

The purpose of the curriculum, and its principles and their associated calls to action

Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learnings.

The centre rings represent purpose and calls to action.

MĀTAIOHO | School curriculum design and review

The process by which schools draw on the national curriculum to design their school curriculum

Mātai oho, mātai ara, whīiki, whakatika. | Awaken, arise, and prepare for action.

Unaunahi scales represent knowledge wealth, purpose, and know-how.

MĀTAITIPU | Vision for young people

The educational vision for young people, as conceived by young people

Mātaipū hei papa whenuakura. | Grow and nourish a thriving community.

The inner rings and circle space represent the vision and ākonga at the centre.

MĀTAIAHO | Weaving learning within and across learning areas

The purpose, big ideas, knowledge, and practices for each of the eight learning areas

Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.

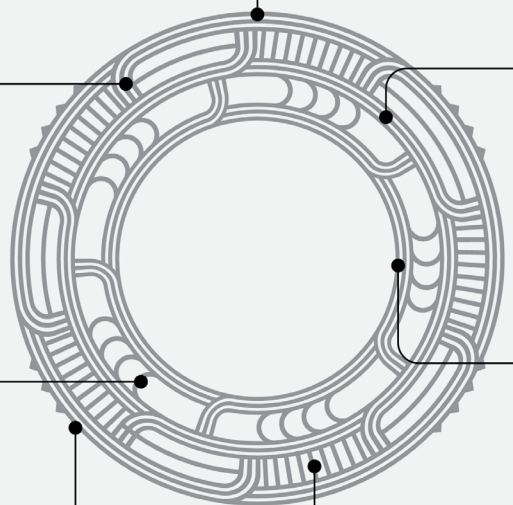
Taratara-a-kae niho notches represent diversity, resilience, and mana.

MĀTAIREA | Supporting progress

The whole schooling pathway, and the overarching focus and essential pedagogies for kaiako and kaimahi at each phase of learning

Mātai ka rea, ka pihi hei māhuri. | Build and support progress.

Niho kurī lines represent building and supporting the development of ākonga.



Mātairangi | The guiding kaupapa

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.



Mātairangi lays out the overarching kaupapa of Te Mātaiaho

Mātairangi expresses the centrality of the Te Tiriti o Waitangi and its principles, and New Zealand's vision for education

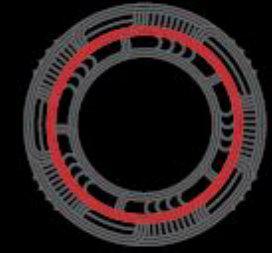
Mātairangi also includes:

- The legislative framework and Te Mātaiaho
- Board requirements (in effect until 1 January 2026)



Mātainuku | Creating a foundation

Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learnings.



Curriculum Principles and Calls to Action

Principle: *Give effect to Te Tiriti o Waitangi*

Moving from acknowledgement to authentic understanding and valuing of Te Tiriti o Waitangi and its principles

Principle: *Hold a broad view of ākonga success*

Establishes the value of wellbeing (cultural, physical, emotional, social and psychological) and excellence as connected and important outcomes of schooling for every ākonga

Principle: *Hold high expectations for all ākonga*

Recognising the strengths, interests and open-ended potential of every ākonga. All ākonga must be able to access rigorous learning.



Mātaaitipu | Vision for young people

Mātaaitipu hei papa whenuakura. | Grow and nourish a thriving community.



"We are connected to community, curious about learning, and confident in ourselves."

We, the ākonga of Aotearoa, know our world is connected, our wellbeing is collective, and that we have a shared responsibility to each other.

We understand our roles in giving effect to Te Tiriti o Waitangi and its principles.

We are strong in our identities, languages, cultures, beliefs, and values. This means we can confidently carry who we are wherever we go.

We have a strong sense of belonging. This builds the foundation to be courageous, confident, compassionate, and curious. We understand that success can look different for us all. This means we can learn and grow from our experiences in a supportive environment.

We engage in learning that is meaningful to us and helps us in our lives. We can build and navigate knowledge, using our heads and our hearts to make our decisions.

We are kaitiaki of our environment.

We acknowledge and appreciate our differences and diverse backgrounds and viewpoints.

We positively contribute to our communities, Aotearoa, and the world.

Carolyn English

Chief Advisor

Te Poutāhū (Curriculum Centre)

Mātairea | Supporting progress

Mātai ka rea, ka pihī hei māhuri. | Build and support progress.



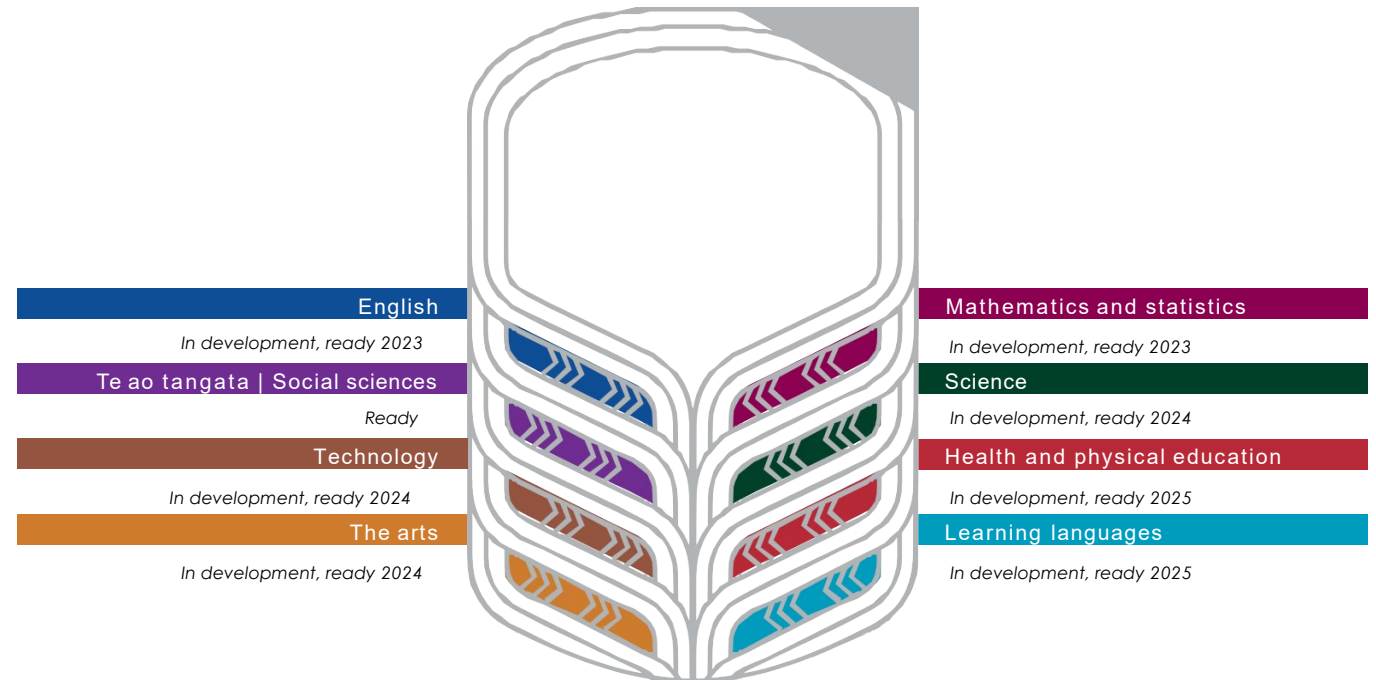
Progression Model

- **Phases of learning** in Mātairea replace the **curriculum levels**
- **Progress outcomes and steps** in Mātaiaho replace the **achievement objectives**
- Together they provide explicit signposts along the schooling pathway, while leaving space for local decision making and classroom teaching that is responsive to individual ākonga.

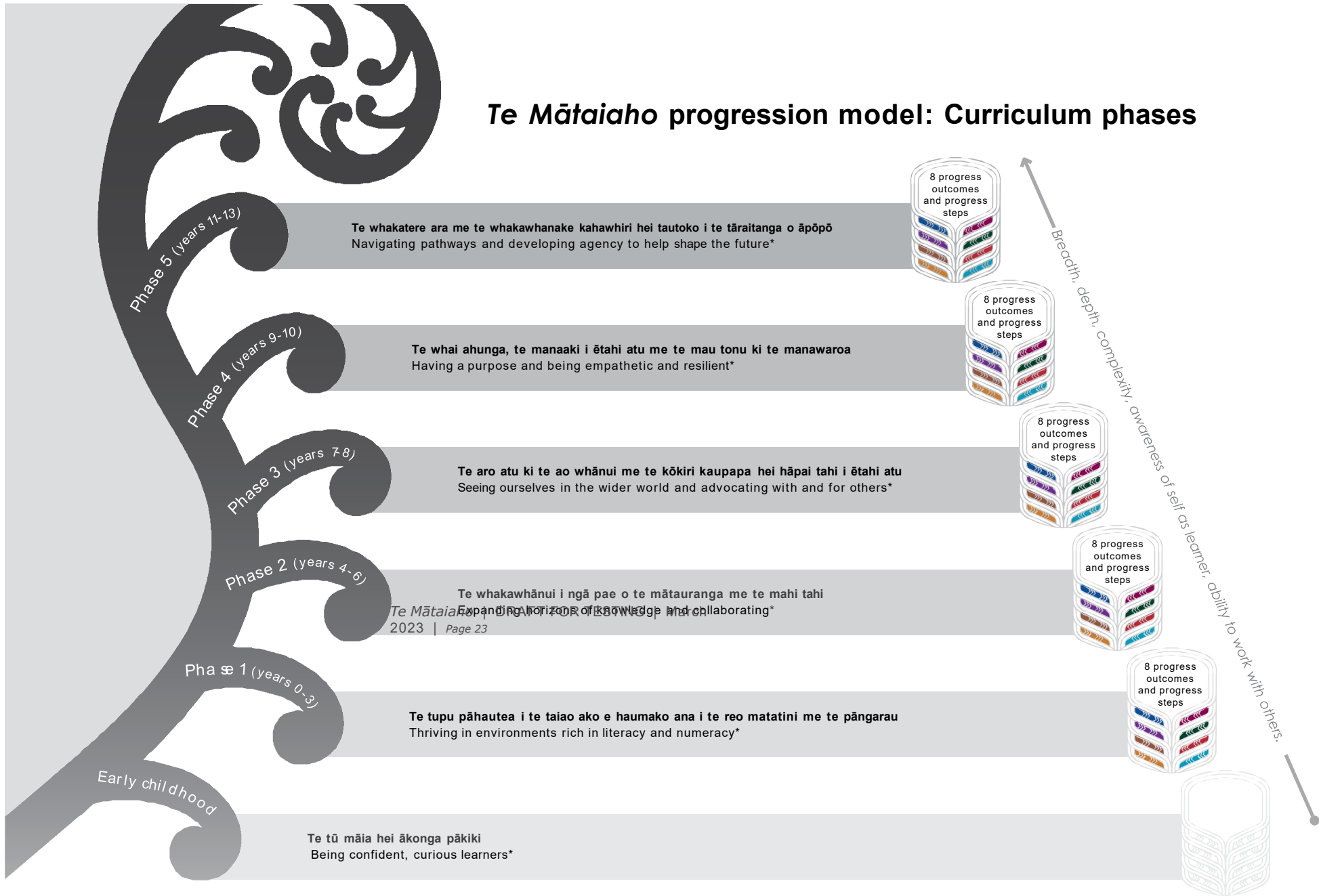
Progression is underpinned by the curriculum principles and the key features of ākonga progress and pace:

- the breadth and depth of their understanding, within **increasingly complex** and ambiguous contexts
- refinement and **sophistication** in their use of competencies, practices, and inquiry processes
- connections, **transfer**, and their application of knowledge between new learning and across contexts
- awareness of their **effectiveness as learners**
- their increasing **ability to work with others.**

- **5 phases each with its own kete**
- **Each phase** has a kete of 8 Learning areas.
- **Each learning area** has **1 Progress outcome in each phase.** (5 in total)
- **Each Progress outcome** describes what ākonga should **Understand, Know and Do** at each phase of learning.
- More **granular Progress steps** describe the literacy & communication and numeracy that support the learning described in the Progress outcomes
- **40 Progress outcomes replace 800** achievement objectives.



Te Mātaiaho progression model: Curriculum phases



*The critical, evidence-informed focus for the phase

Culturally sustaining teaching and assessment

Pedagogical principle	Tautōhito Urutau Responsive Practice				
Essential pedagogies	Whakawhanaungatanga Caring for learners and learning	Te piko o te māhuri Connecting learning to each learner	Rangapū mana taurite Building power-sharing partnerships	Kauneketanga Being urgent about progress	Kauawhitanga Designing for inclusion

- Effective teaching actively promotes holistic progress for every ākonga.
- It is guided by the principle **Tautōhito Urutau** – responsive practice – in which Kaiako seek to learn what they can do differently to support ākonga progress.
- The essential pedagogies weave teaching and assessment together and bring *Te Mātaiaho* to life.
- The pedagogies are interrelated and are impactful when used together to support, connect and extend the learning of every ākonga

Mātaiaho | Weaving learning within and across learning areas

Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.

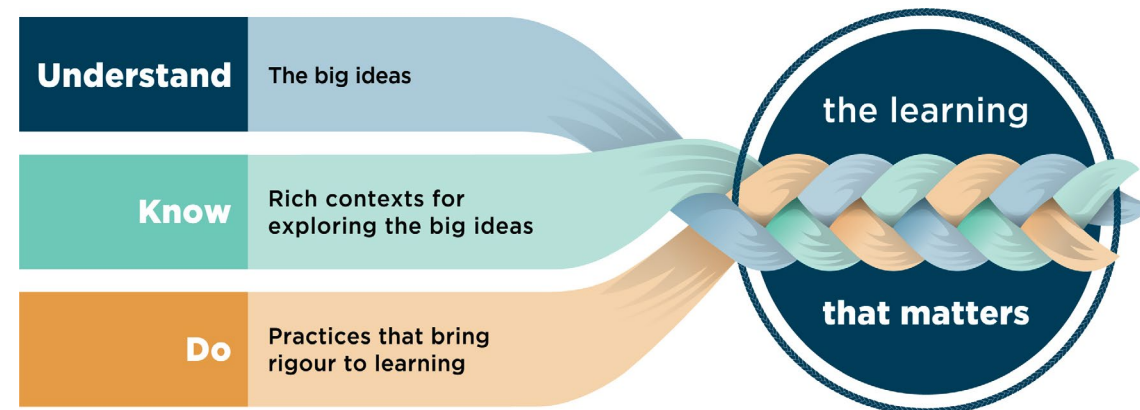


The learning associated with the **eight learning** areas provides a broad, general education and collectively lays a foundation for later specialisation.

This learning is both an end and a means: valuable in itself, and valuable for the pathways it opens to other learning.

Learning in each area contributes to the lives of ākonga and their vision of a thriving community (Mātaaitipu), as it has value that is:

- personal
- participatory
- pathways
- planetary



Ruth Snowden

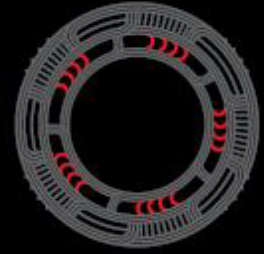
Te Rarawa | Ngāti Whātua | Rauru | Ngāi Tahu

Chief Advisor

Te Poutāhū (Curriculum Centre)

Mātaioho | School curriculum design and review

Mātai oho, mātai ara, whītiki, whakatika. | Awaken, arise, and prepare for action.



- Mātaioho describes the unique way each school organises and delivers curriculum content (Mātaiaho) through local relationships with tangata whenua (Mātaiahikā)
- The organization and content of each school curriculum is determined both nationally and locally
- Mātaioho identifies the components of the national curriculum, and describes “what good looks like” when they are brought to life effectively in the continuous process of school curriculum design and review



Mātaiahikā | Connecting to place and community

Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.



- Mātaiahikā refers to the obligation to learning through local relationships with tangata whenua, and local communities.
- Ahi-kā means lit fire. Hapū and iwi have ‘kept the home fires burning’ throughout their long ancestral associations with their particular area of land.
- Mātaiahikā incorporates:
 - the contribution, knowledge, and aspirations of all who live in and care for the rohe
 - the natural environment
 - important events and situations that shape the place
- Schools develop their values locally with tangata whenua, whanau and community.
- Interweaving the Mātaiahikā resources in the school curriculum enriches ākonga learning.

Carolyn English

Chief Advisor

NZCR & TMoA Redesign Programme

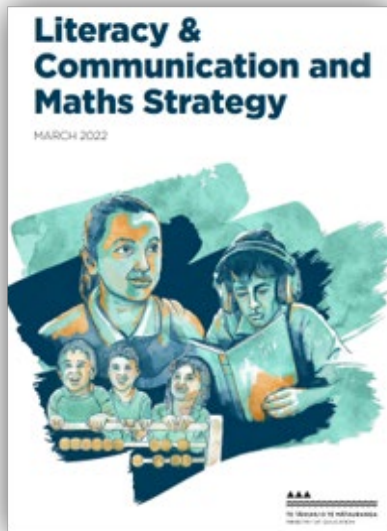
Te Poutāhū (Curriculum Centre)

03

Te Mātaiaho: Draft English, mathematics & statistics content



Te Mātaiaho describes WHAT ākonga learn through the progression phases of learning. It also describes culturally sustaining teaching and learning.



The Common Practice Model supports the curriculum by describing the teaching that matters.

It will provide the practical support teachers have been asking for to bring about rigour to the teaching and learning of literacy & communication and mathematics.

Purpose statement and important considerations

Connections with Mātaaitipu are more explicit – as is how to weave parts of the learning area

UKD Outline

The scope of each of the Understands, Knows and Dos have been clarified.

Progress outcomes

The **key change** is that the structure and size of the mathematics and statistics learning area is the same as English and Te Ao Tangata - social sciences. Descriptions have been made more detailed and consistent across phases.

Literacy & communication and numeracy Progress Steps

Early phase being tested now. Phase 2 onwards (will be complete when all learning areas are completed as focus is use of literacy in all learning areas)

Karen Spencer

Principal Advisor

NZCR & TMoA Redesign Programme

Te Poutāhū (Curriculum Centre)

04

Te Mātaiaho: Implementation



Moving towards implementation

What can you do now?

- Take your time to talk about *Te Mātaiaho*, and to unpack resources on the refreshed curriculum website, with your staff and community – ask how this compares with what you do now.
- Identify where you are now against the seven change themes in the Readiness Tool – what are you already doing on which you can build?
- Connect with your Te Mahau office, regional professional learning supports and learning area networks.



What can you do from Term 3?

- Discuss and explore the Leading Local Curriculum guide, refreshed learning area resources (English, Mathematics & Statistics, Social Sciences/Aotearoa Histories) and modules on *Te Mātaiaho*, including Progressions, to support your professional learning – test ideas within your existing programmes.
- Get involved in feedback on Science, Technology and the Arts learning areas.

Overview: Suite of supports

Leading Local Curriculum Guide

– to support leaders to implement *Te Mātaiaho*

Teaching Guidance / Modules

– to support teacher practice for each Learning Area

Teaching Resources

– classroom resources to help teachers design learning in each Learning Area

Funded PLD

Regionally allocated & national PLD initiatives

Te Mahau

Regional Ministry supports & engagements

Subject associations / Networks of Expertise

– learning area support in funded areas

Partnerships with iwi, mana whenua, hapu

Community and Boards

guidance and communications

Engagement Opportunities & Feedback gathering

Common Practice Model & NCEA Guidance

05

Te Mātaiaho: Get involved

Your feedback

You can find an electronic copy of the draft curriculum framework, a recording of this webinar and a link to the survey on our website at <https://curriculumrefresh.education.govt.nz/> . If you would like a chance to speak with our presenters, you can also register for a live version of this webinar on the website.

We are seeking feedback on the framework as a whole and specific feedback three curriculum components

- Mātairea –supporting progress
- Mātaioho – school curriculum design and review
- Mātaiahikā – connecting to place and community

We also want to know how ready your school feels to start responding to Te Mātaiaho, and the usefulness of available supports and resources.





We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

temahau.govt.nz

education.govt.nz



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



**Te Kāwanatanga
o Aotearoa**
New Zealand Government