

Implementing Te Mātaiaho

Te Mātaiaho is the title for the refreshed New Zealand Curriculum. The New Zealand Curriculum refresh is intended to strengthen what we do so that all ākonga excel and experience success in their learning. It will ensure that progress and achievement are responded to and celebrated for every ākonga. The refresh is driven by four goals: that we give effect to Te Tiriti o Waitangi; create an inclusive curriculum in which every ākonga can see themselves; create clarity about the curriculum learning that matters; and make the curriculum easy for kaiako to use.

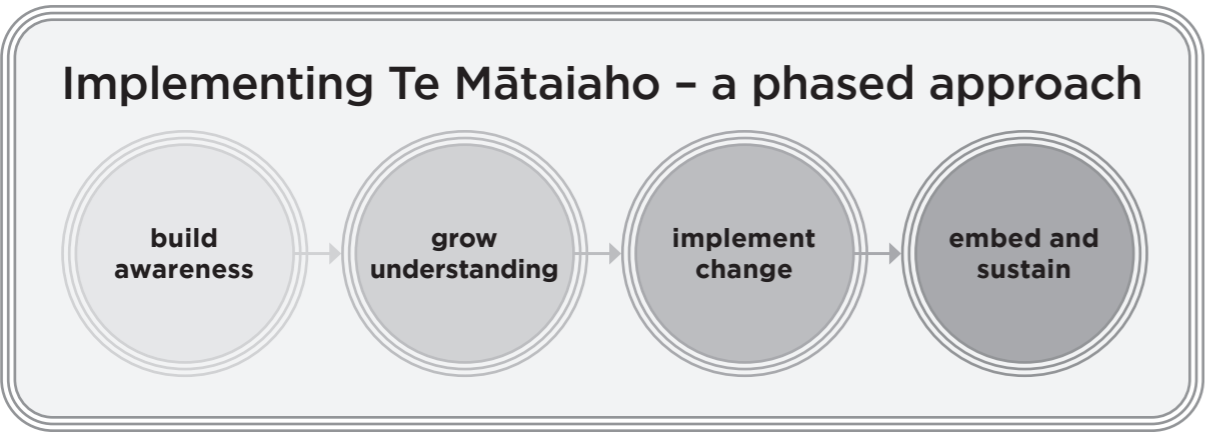
The purpose of this pack

This pack is for the leaders of schools and clusters, including Kāhui Ako. It provides an outline of the change process and the supports and resources you may expect as you plan and design for change. It is intended to inform your conversations as you start to use Te Mātaiaho in your school or cluster. The pack contains:

- an **overview of starting points** from which to develop an implementation plan
- a **Readiness Tool** that you can use to monitor your progress through the four implementation phases
- an **overview of the supports and resources** that will help you steadily plan for change from 2023.

The change process

The change process will proceed in the four phases outlined in the diagram below. This involves building awareness of Te Mātaiaho and then growing an understanding about what the changes mean. Gradually, schools will move to implementing the change and then to ensuring it is embedded and sustained.



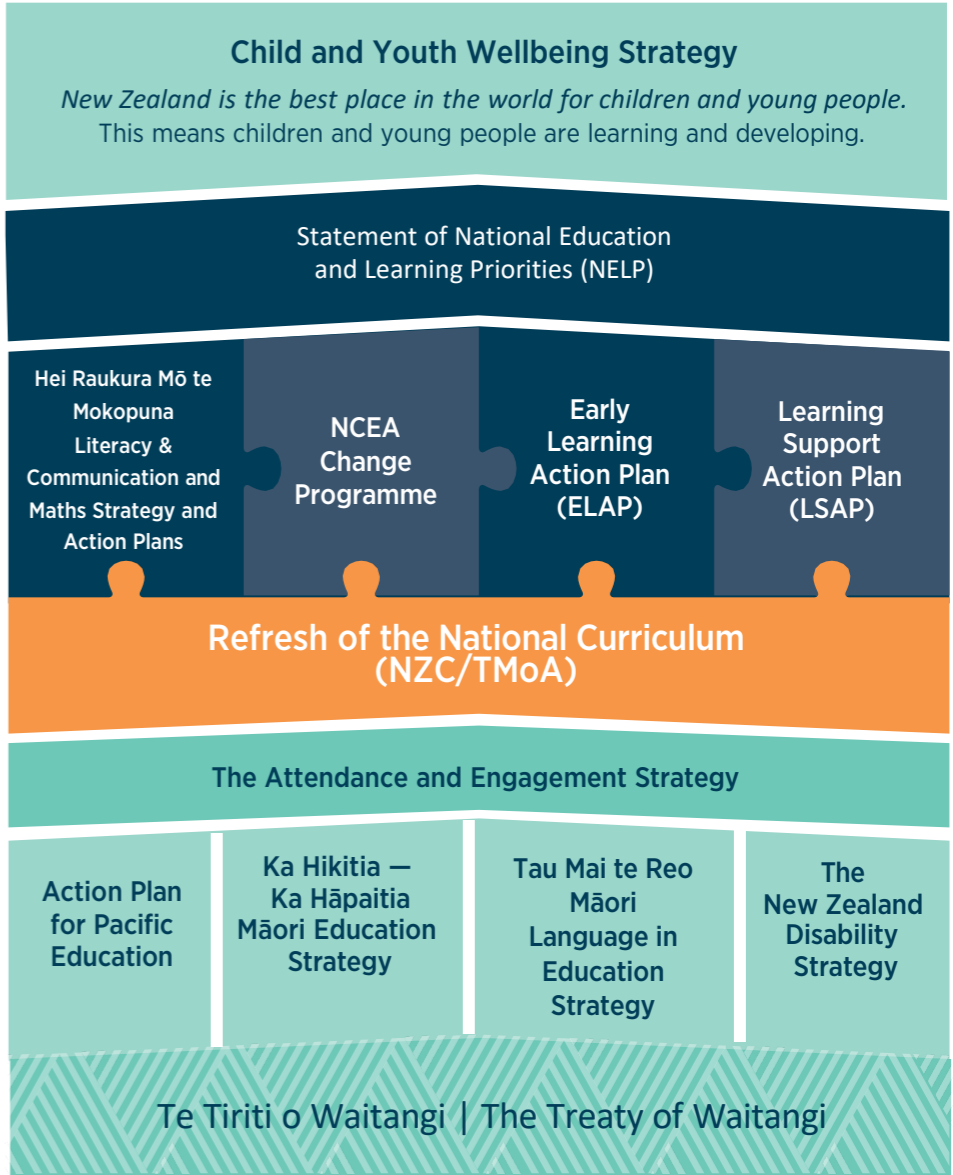
Every school and cluster will follow its own unique journey but wherever you are, the process begins by understanding and capitalising on your community’s existing strengths, resources, and capabilities. The triangle diagram is a reminder of the importance of using ongoing self-review to monitor the impact and pace of change, checking what is happening and that you are travelling in the right direction.



You can find all the information you need about the curriculum refresh on the [New Zealand Curriculum Refresh website](#).

How will the refresh support other changes in education?

The refresh of the New Zealand Curriculum and concurrent redesign of Te Marautanga o Aotearoa are intended to ensure all ākonga experience rich and responsive learning within the context of our National Curriculum. The supports for implementation will help schools align this work to other sector-wide strategies, as shown in the diagram below.



Starting points from which to plan your approach to Te Mātaiaho

You can use this **overview of starting points** to help you develop a plan for implementing Te Mātaiaho in your school or cluster.

All schools	2023	2024	2025	2026	2027
Key dates for involvement	Provide feedback on the draft content for the technology, arts, and science learning areas.	Provide feedback on draft content for science, technology, the arts, learning languages and health and physical education learning areas. Schools are strongly encouraged to start to use the refreshed English, mathematics and statistics learning areas with existing programmes.	Te Mataiaho will include all 8 learning areas by the end of 2025. Schools are expected to use the refreshed English, mathematics and statistics learning areas from the start of 2025.	Schools are expected to use the Common Practice Model by the start of 2026. As new curriculum supports are introduced, schools enter a cycle of continuous improvement.	
Plan	Begin to refer to Te Mātaiaho as part of annual strategic planning and review. You can use the Readiness Tool to review and identify next steps. Strengthen cultural capability, inclusive practice, and local connections in your school or cluster. Consider supports such as Te Mahau, <i>Tātaiako</i> , <i>Tapasā</i> , Te Ahu o te Reo Maori, UnTeach Racism, and the Inclusive Education guides.	Continue to refer to Te Mātaiaho as part of your annual strategic planning and review. You can use the Readiness Tool to review and identify your next steps. Continue to strengthen cultural capability, inclusive practice, and local connections in your school or cluster. Explore opportunities to strengthen curriculum design using the refreshed learning areas.	Use Te Mātaiaho as part of your annual strategic planning and review. Use the Readiness Tool to review your progress and identify your next steps. Plan to use the refreshed learning areas in your curriculum design and planning. School curriculum focus Begin to identify opportunities to use Te Mātaiaho and the Common Practice Model in your school curriculum. Discuss the critical focus at each phase that is brought to life by progress outcomes and progress steps. Identify connections in the way your school curriculum is organised within and across the phases of learning to provide a coherent curriculum. Notice, recognise and respond to the needs and strengths of ākonga and the aspirations of tangata whenua and community.	Ensure Te Mātaiaho is part of your annual strategic planning and review. Use the Readiness Tool to review your progress and identify your next steps. Use the refreshed learning areas in your curriculum design and planning. Classroom focus Start to design ways to integrate learning within and between phases in your school curriculum. Use the progress outcomes and progress steps to respond to progress with students in Years 0-10. Begin to embed the Common Practice Model into learning to support literacy, communication and maths. Design rich learning that is responsive to the aspirations of tangata whenua, ākonga, whānau and community.	Te Mātaiaho will become the official English-medium curriculum. Ensure every ākonga is experiencing an enriched school curriculum, including deliberate focus on literacy, communication and maths. Continue to develop your school curriculum by evaluating and reviewing it with tangata whenua, ākonga, whānau, and the community to deliver learning that matters. Akonga are experiencing literacy, communication and maths, delivered using CPM practices.
Take action using available supports	Te Mātaiaho is ready to use with ākonga. It will include the English, mathematics and statistics, and te ao tangata social sciences learning areas. Try using the progression model and Understand, Know and Do (UKD) elements to design topics and tasks for ākonga in years 1-10, building on Aotearoa NZ's histories. Start with your usual English, mathematics and statistics, and social sciences programmes. Explore and familiarise yourself with the Common Practice Model practices to support the teaching of literacy, communication and mathematics in the refreshed learning areas.	Use the progression model and UKD elements to design topics and tasks with years 0-10. Use any of the refreshed learning areas within your usual programmes. Plan for and participate in professional learning to support the Common Practice Model (CPM). Identify opportunities to begin CPM implementation, starting with mathematics and statistics and English learning areas.			
Senior Secondary (including NCEA)	Use the subject learning matrices to inform your teaching, learning, and assessment programmes for NCEA Level 1. Draw on refreshed learning areas as they are made available. Use the resources on ncea.education.govt.nz to support your planning.	Draw from Te Mataiaho to consider your approach to NCEA review and design. The new NCEA Level 1 materials are now used for assessing all schools and kura. The literacy and numeracy requirements of the NCEA are a 20-credit co-requisite.	Use the subject learning matrices to inform your planning for teaching, learning, and assessment programmes for NCEA Level 2.	The new NCEA materials are now used for assessing NCEA Level 2 for all schools and kura. Use the subject learning matrices to inform your planning for teaching, learning, and assessment programmes for NCEA Level 3.	The new NCEA materials are now used for assessing NCEA Level 3 for all schools and kura. Use the NZC learning areas to inform your course planning with the subject learning matrices.

Te Mātaiaho Readiness Tool | Identifying where you are now and where you are going next

The seven change actions in this **Readiness Self-review Tool** will help you plan your progress and select appropriate supports as you lead your school or cluster through the four phases of implementation of Te Mātaiaho.

	Build awareness	Grow understanding	Implement change	Embed and sustain
Understand the ‘why’ – realise the vision	We are making connections between our school or cluster and Mātairangi the guiding kaupapa, Mātainuku creating a foundation, and Mātaitipu vision for young people.	We are identifying opportunities to strengthen our own vision and direction.	We are refreshing our school or cluster vision with tangata whenua, ākonga, whānau, and the community to ensure it describes what high aspirations and success look like for them.	We are anchoring our curriculum in the vision and understanding of success we share with tangata whenua, ākonga, whānau, and the community.
Grow authentic, reciprocal local relationships	We are finding common ground within our school or cluster from which to build relationships with tangata whenua and whānau.	We are committing to building trusting, professional relationships as a platform for engaging with tangata whenua and whānau, to strengthen our school curriculum.	We are developing relationships with tangata whenua and whānau, and together we have established ways to engage.	We are growing enduring and reciprocal relationships with tangata whenua and whānau as partners in our school curriculum.
Collaborate with community	We are building our awareness and understanding of Te Mātaiaho with tangata whenua, ākonga, whānau, the school board, the community, and our cluster.	We are talking with tangata whenua, ākonga, whānau, the school board, the community, and our cluster about how we can work together in response to Te Mātaiaho.	We are planning to collaborate with tangata whenua, ākonga, whānau, the school board, the community, and our cluster to respond to Te Mātaiaho and the Common Practice Model in our strategic planning.	We are partnering with tangata whenua, ākonga, whānau, the school board, the community, and our cluster as we strengthen the ways learning happens across the learner pathway, from early years to beyond school.
Strategically plan for ākonga success	We are discussing Mātaioho school curriculum design and Mātaiahikā relationships with tangata whenua and the role national curriculum plays in our school curriculum.	We are reflecting on how we can strengthen strategic goals and processes, using the guidance on curriculum design and review.	We are using Te Mātaiaho to lead our review of our school curriculum and to design strategic goals and processes. We are using the CPM to lead our review of teaching practice for literacy, communication and maths to design strategic goals.	We are using Te Mātaiaho to drive our strategic planning and the review of our school curriculum. This is informed by student progress in literacy, communication and maths.
Strengthen cultural and inclusive capabilities	We are identifying inequities and explore assumptions, beliefs, and practices that impact the progress and achievement of every ākonga. We are identifying professional learning needs and strengths within our staff or cluster in relation to cultural and inclusive capabilities.	We are exploring ways to challenge bias and inequities, give effect to Te Tiriti o Waitangi, and deliberately remove barriers to learning and wellbeing. We have identified internal and external professional support to help our staff engage with Te Mātaiaho. We are identifying opportunities to strengthen our cultural and inclusive capabilities with our colleagues and wider professional networks.	We are starting to address bias and inequities, give effect to Te Tiriti o Waitangi, and remove barriers to learning and wellbeing. We have a coherent professional learning plan to support our staff and community to implement Te Mātaiaho. We are deliberately strengthening our cultural and inclusive capabilities in collaboration with colleagues and wider professional networks.	We are committed to ongoing personal and professional learning required to realise Te Mātaiaho, supported by the Common Practice Model. We are engaging in and sharing collaborative inquiry, problem solving, and professional learning in our school, cluster, and wider professional networks.
Understand and use the progression model and the UKD elements	We are becoming familiar with Mātairea supporting progress and Mātaiaho learning areas, including the way literacy, communications and maths is woven through. We are using the supports and resources currently available to build our awareness and understanding of the progression model and how to weave Understand, Know, and Do (UKD) throughout teaching and learning.	We are trying out ways to design learning using the progression model and UKD elements in our existing programmes. We are reflecting on our practices in connection with the Common Practice Model. We are strengthening the way we notice, recognise, and respond to ākonga learning and progress, including focussing on literacy, communications and maths.	We are using the progression model and UKD elements in the design of our existing learning programmes and we are beginning to identify ways to create new experiences. We are working with ākonga and whānau to strengthen the way we notice, recognise, and respond to learning and progress.	We are offering rich, relevant and inclusive learning experiences with ākonga across the schooling pathway. We are using the progression model and assessment for learning approaches to help us notice, recognise, respond to, and report on ākonga success and next steps. We are using evidenced, informed practices to teach literacy, communications and maths.
Make time for change conversations	We have identified ways to discuss Te Mātaiaho and the Common Practice Model regularly with staff and leaders as learners. We understand that people will need multiple opportunities to explore, talk about, and consider the change.	We are preparing for important conversations that may challenge the status quo, and we are making time to discuss and share ideas and questions. Leaders are learning alongside staff and staying open to dialogue.	We have planned for regular and ongoing active conversations and for feedback loops.	We are engaging in open, constructive conversations about the opportunities for sustained improvement.

Te Mātaiaho implementation supports overview

Guidance will be progressively released to support all those with a part in implementing Te Mātaiaho to grow in their awareness and understanding. This page is intended to give you a sense of what is currently available. New resources are in development, and the Implementation pack is regularly updated to reflect what is available. We suggest you check back regularly to ensure you have the most up to date information.

Aotearoa New Zealand’s histories Leading Local Curriculum Guides

Two guides designed to support primary, intermediate, and secondary school leaders to understand and plan for Aotearoa New Zealand’s histories within social sciences.

Guide 1 supports school leaders, working with teachers, to:

- increase knowledge of national and local histories and grow critical inquiry skills
- build productive partnerships with whānau, hapū, and iwi
- review their social sciences teaching and learning programme for years 1-10 and start identifying ways to strengthen Aotearoa New Zealand’s histories.

Guide 2 supports school leaders, working with teachers, to:

- examine the Understand, Know, Do elements of the Aotearoa New Zealand’s histories curriculum and how to weave them together to develop rich learning opportunities
- review their social sciences programmes to include Aotearoa New Zealand’s histories
- look after everyone’s wellbeing when learning about the past.

Te Mātaiaho | the refreshed NZ curriculum Self-directed and guided professional learning module

[Introduction to the progression model \(Mātairea\)](#)

Resources to support schools to plan and implement each of the refreshed learning areas

Guide for getting started provides an overview of the key changes to the learning areas, suggestions for starting points to explore and use the refreshed curriculum content and links to learning area specific resources, guidance material, supports, and PLD.

Learning in action videos (two videos per phase) show leaders talking about decision making, planning and connecting with community, and teachers talking about their planning using the Understand, Know, Dos and progress outcomes.

Learning area content cards can be used to support teachers develop a deeper understanding of the refreshed learning area, and begin designing and planning with the refreshed content.

Planning templates link the whakapapa design of Te Mātaiaho to the planning process and provide prompts about what to consider and space for teachers to add their own planning notes and ideas. Planning examples provide notes of what teachers might include in their planning, drawn from the teaching and learning shown in the progression in action resources.

Progression in Action guidance supports you to notice the cumulative depth and breadth from one progress outcome to the next. By viewing them as a complete set, you can see progression across the phases of the learner pathway to ensure consistent expectations in your programme planning.

[Te ao tangata | social sciences](#)

[English](#)

[Mathematics and statistics](#)

Teaching resources

Kaiako support material will be developed to support learning within each refreshed learning area. The first set of [teaching resources](#) is available on the Aotearoa New Zealand’s histories website.

Community guidance

Ākonga, whānau, school boards, tangata whenua, communities, and others in the sector can expect supports and resources to help them to connect with and understand the key changes. These resources will:

- describe the changes and the timeline
- explain the concept of educational partnerships and how to get involved in the refresh
- be easy to locate and provide easy access to all information
- be available in a range of languages.

Professional learning supports and services



[Te Mahau](#) provides services and support for kaiako, leaders, ākonga, and whānau in your region. Regionally-led approaches to engagement and collaboration are being established to support your implementation of Te Mātaiaho. Schools and clusters can also work with their local curriculum leads.

You will be able to find hui and events across the regions on the [New Zealand Curriculum Refresh website](#) and in the Te Poutāhū Curriculum Centre school updates.

Regionally-allocated professional learning (PLD)

[Regionally-allocated PLD](#) is available to support your implementation of Te Mātaiaho. It is tailored to your needs and designed to address one or more of the following priorities:

- cultural capability
- school curriculum design
- assessment for learning
- digital fluency.

Professional learning and supports

Find opportunities to strengthen teaching practice and support ākonga to realise their aspirations and thrive with their whānau and communities through [Professional Learning & Development](#).

Networks of Expertise

[Networks of Expertise](#) help subject associations and other peer-to-peer networks to deliver support for kaiako.