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Education Report: **Timeline and Design for *Te Marautanga o Aotearoa* rewrite**

To:	Hon Erica Stanford, Minister of Education		
Date:	30 April 2024	Priority:	High
Security Level:	In-Confidence	METIS No:	1327587
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Seen by the Communications Team:	No	Round Robin:	No

Purpose of Report

This report provides you with options for delivering the rewritten *Te Marautanga o Aotearoa* in times that align to options presented to you for the refreshed *New Zealand Curriculum*. It also seeks your agreement to the high-level design principles for *Te Marautanga o Aotearoa* which align with your decisions about *The New Zealand Curriculum* refresh [METIS 1326990 references] design principles. There are some differences to support *Te Marautanga o Aotearoa* as an indigenous curriculum.

This Education Report has been provided to ERO and includes their feedback.

Alignment with Government priorities

This paper supports the coalition Government's commitments through *Teaching the Basics Brilliantly* and the *Literacy Guarantee* for curriculum that provides clear definitions of what to teach, by when, and how, from Years 0 to 13. This paper directly progresses your priority focus, as part of the education portfolio, to establish a knowledge-rich curriculum grounded in the science of learning.

Summary

1. The proposed rewrite of the *Te Marautanga o Aotearoa* includes 8 wāhanga ako or learning areas. These are:

Wāhanga Ako	Description
Te Reo Rangatira (Equivalent to English in NZC)	The knowledge, skills, and dispositions that enable mokopuna to experience reo matatini educational success, through pānui (reading) and tuhituhi (writing) while also explicitly attending to the development of oral language proficiency and building reo Māori fluency.
Te Ao Māori (Equivalent to Social Sciences in NZC)	The knowledge, skills, values, understandings, and practices that enable mokopuna to make connections to and effectively participate in and contribute to, the Māori world, the wider world and its evolution to their future. Mokopuna will analyse how people experience the changing world and how those experiences are expressed.
Pāngarau	The pāngarau, mathematical, and statistical knowledge, skills, and dispositions that enable mokopuna to be numerate, to solve problems, identify patterns, and



<i>(Equivalent to Mathematics & Statistics in NZC)</i>	apply pāngarau knowledge and skills in everyday social, economic, and cultural contexts and situations.
Pūtaiao me te Hangarau <i>(Equivalent to Science and Technology in NZC)</i>	Within te ao Māori, pūtaiao (science) and hangarau (technology) are integrated into a holistic understanding of the universe and humanity's place within it, recognising the synergies and interconnectedness between pūtaiao and hangarau, particularly in terms of innovation, problem-solving, and critical thinking. The scientific and technological knowledge, skills, and dispositions that enable mokopuna to make sense of the world and respond to current and future challenges will be the priority focus in this learning.
Toi Ihiihi <i>(Equivalent to The Arts in NZC)</i>	The knowledge, skills, and dispositions that enable mokopuna to capture and articulate the world as it was, the world that we know, and the world we want to see through the medium of music, performance, and visual art provides opportunities to manifest the tangible and intangible capabilities of expression.
Waiora <i>(Equivalent to Health & Well-being in NZC)</i>	The knowledge, skills, and dispositions that enable mokopuna to care for themselves and others and thrive as healthy, connected human beings.
Te Reo Pākehā	The linguistic, functional and strategic knowledge, skills, and strategies (written, oral, and non-verbal) mokopuna require to achieve linguistic competence in the English language. This includes the knowledge, skills, and dispositions that provide access to, enable, and maximise the benefits of being bilingual.
Ngā Reo <i>(Equivalent to Learning Languages in NZC)</i>	The knowledge, skills, and strategies mokopuna require to be an effective communicator of an additional language. This includes the knowledge, skills, and dispositions that provide access to, enable, and maximise the benefits of being bilingual.

2. We have reviewed and updated the high-level design principles for *Te Marautanga o Aotearoa*, as a world leading indigenous curriculum, to reflect the design principles you have agreed for the *New Zealand Curriculum* refresh and added additional principles, as appropriate [METIS 1326990 refers]. These updated design principles will strengthen the wāhanga ako (learning areas) within *Te Marautanga o Aotearoa* as is expected in the refreshed *New Zealand curriculum*. We have included these updated principles for *Te Marautanga o Aotearoa* for approval in this paper.
3. The previous Government planned for the refreshed te reo rangatira and pāngarau wāhanga ako to be required from the start of 2025 and the remaining learning areas from the start of 2027 (aligned to the timelines for the *New Zealand curriculum* Refresh). You have indicated that you intend to maintain the overall timeline of 2027. The previous Government had also agreed to work on the Ako Framework (the equivalent of the Common Practice Model for literacy, and maths and statistics).
4. We seek agreement to complete the development of Te Reo Rangatira and Pāngarau in the same timeframe as English and Mathematics [METIS 1327038 refers]. For the refreshed *New Zealand Curriculum*, you have agreed that science, and technology will be available for schools to use in Term 4, 2024 and open for consultation [METIS 1327038 refers]. For the rewritten *Te Marautanga o Aotearoa* we are proposing that the associated wāhanga ako for Pūtaiao me te Hangarau (science and technology equivalent) are not released until Term 4, 2025 along with all remaining wāhanga ako within *Te Marautanga o Aotearoa* to give us time to update those areas with the revised design principles.
5. The sector is currently expecting that the fully rewritten *Te Marautanga o Aotearoa* (including all updated wāhanga ako and the overarching framework) will be required from the beginning of 2027. We seek your agreement to this timeframe, noting that we plan for the fully refreshed *Te*



Marautanga o Aotearoa to be available to schools and kura from the start of Term 4, 2025, with 2026 serving as a transition year before requirements come into effect. The above proposed timeframes enable full alignment to NZC refresh timings.

6. Once we have received confirmation of your decisions on this paper we will develop a detailed delivery plan for the *Te Marautanga o Aotearoa* work programme, alongside the *New Zealand Curriculum* plan. This will include curriculum development timelines, ERO's Independent Quality Assurance and consultation processes, and we will also describe the implementation timelines. The diagram attached (**Appendix 1**) captures the proposed timelines in this paper.

Background

1. It is a priority for the Government that New Zealand has a knowledge-rich curriculum that provides clear year-by-year guidance from Year 0 to Year 13 and is delivered through teaching approaches that are backed by the science of learning and the support of regular assessment.
2. To achieve this, the Ministry is seeking agreement to refresh *Te Marautanga o Aotearoa* in line with the updated design principles in this paper which are based on criteria you have previously agreed to [METIS 1326990 refers]. We are also seeking agreement to the timelines for this work.

Overarching design principles

3. *Te Marautanga o Aotearoa* incorporates a vision and principles for the revitalisation of te reo Māori and advances educational excellence and success for every mokopuna in schools and settings whose designated character is grounded in te ao Māori and who deliver learning through te reo Māori. As such, Te Tiriti o Waitangi is central to *Te Marautanga o Aotearoa*.
4. We propose the following design principles for *Te Marautanga o Aotearoa* for your approval:
 - a. **Supportive of kura and Māori medium settings to deliver on their designated or special character¹ by:**
 - i. providing mokopuna with opportunities to receive an education of a kind that differs significantly from the education they would receive at an ordinary State school.
 - ii. te reo Māori being the principal language of instruction at the school, kura or setting.
 - b. **Underpinned by the Science of Learning**
 - i. Drawing on research from cognitive psychology, neuroscience, and education to describe when, how, and what content should be taught.
 - c. **Knowledge-rich²**
 - i. Selective - Content is chosen purposefully for each wāhanga ako and subject.
 - ii. Coherent - Content progresses and flows through the years within wāhanga ako and the subjects taught are carefully interconnected across disciplines and learning dispositions.
 - iii. Carefully sequenced – Designed to develop knowledge mastery over time by building on prior content and gradually increasing in complexity.

¹ Refer to Sections 201 and 204, Education and Training Act (2020).

² Australian Education Research Organisation. (2024). A knowledge-rich approach to curriculum design. <https://www.edresearch.edu.au/research/research-reports/knowledge-rich-approach-curriculum-design>.



- iv. Specific and clear – Explicitly outlines what mokopuna are expected to know and be able to do for wāhanga ako, subjects, and topics, in line with the learning dispositions being focused on, across all year levels 0 to 13.

d. Inclusive of evidence informed teaching practices

- i. Clear about the evidence-based teaching, learning, ako and aromatawai (assessment) practices to be used, providing support and guidance for kaiako (teachers) on effective delivery.

e. Clear and easy to use

- i. Easy to use and clear for kaiako and whānau to navigate and understand.
- ii. Clear for kaiako about the learning that must be covered each year, the learning dispositions to focus on, breaking down from wāhanga ako into subjects for Years 11, 12, and 13.
- iii. Clear about how mokopuna can demonstrate progress and achievement.
- iv. Clear about what kura need to do as part of their curriculum regulatory requirements (what obligations the updated curriculum statements, i.e., wāhanga ako, place on them).

f. Internationally comparable

- i. Provides for a similar high-quality educational experience comparable to high-performing countries that are recognised for excellence in education, specifically indigenous education reform, and as reflected in international benchmark data. Noting that New Zealand is currently considered world leading in many aspects of indigenous education provision.
- ii. Provides for strong indigenous learning pathways into further education and employment, nationally and internationally.

g. Supporting the development of key learning dispositions

- i. Learning dispositions, including the attitudes that support successful learning, focus on the cognitive and emotional habits mokopuna form in relation to learning. The process of acquiring the learning techniques and dispositions that empower them to be a successful learner relies on them believing in their ability to achieve excellence, therefore portraying self-efficacy in learning.

5. As described in the Design for *The New Zealand Curriculum* change programme paper [METIS 1326990] it was recommended that once the refresh of *The New Zealand Curriculum* was completed it would be made available in Te Reo Māori and English. Following recent discussions, we seek your agreement to not progressing this given the alignment made, across both curricula, through the overarching design principles.

Recommended action

- a. The Ministry recommends that you agree to the overarching design principles for *Te Marautanga o Aotearoa* refresh, as outlined above.

☒ Agree ☐ Disagree

- b. The Ministry recommends that you agree to the refreshed *The New Zealand Curriculum* being available in English only.

☒ Agree ☐ Disagree

9(2)(g)(i)

Delivering For Every Mokopuna in Te Reo Māori Schooling Pathways

6. *Te Marautanga o Aotearoa* recognises that every mokopuna deserves to be supported to reach their full potential and to be immersed and gain expertise in te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori. *Te Marautanga o Aotearoa* is brought to life through classroom learning experiences and teaching contexts, where kaiako are supported by a curriculum that allows them to focus on inspiring learning through rich and engaging local, national, and global contexts.
7. As stated in international articles *Te Marautanga o Aotearoa*, puts New Zealand at the forefront of multiple international indigenous education communities. In this sense, the national, international, and indigenous significance of *Te Marautanga o Aotearoa* cannot be overstated.
8. We recommend that the refreshed *Te Marautanga o Aotearoa* is available in accessible formats and supports kaiako and tumuaki (leaders) to:
 - Successfully develop mokopuna te reo Māori fluency.
 - Have high expectations for every mokopuna, regardless of individual need, background, or circumstances.
 - Differentiates teaching to meet the needs of individual mokopuna. Teaching guidance will help kaiako to respond to the diversity of mokopuna needs, recognising the way they engage and are motivated to learn, the way they comprehend and process information, and the way they navigate the learning environment and express what they know.
 - Recognise that mokopuna progress at different paces.
 - Understand and effectively use second language acquisition pedagogy.
 - Develop language rich learning environments that build high-quality bilingual language proficiency capabilities.
 - Understand the indicators of mastery and to know when mokopuna are ready to progress.
 - Recognise the value of contextualisation and how effective planning can be used to engage mokopuna in their learning and bring *Te Marautanga o Aotearoa* to life in teaching and learning programmes.

Recommended action

- c. The Ministry recommends that you agree to the considerations for the redesign of *Te Marautanga o Aotearoa* to deliver for all mokopuna as outlined above.

9(2)(g)(i)

/ Disagree

Mātauranga – Pūkenga - Whanonga (Knowledge - Skills - Dispositions)

9. Using a consistent organising model within each wāhanga ako of *Te Marautanga o Aotearoa* enables easier navigation for kaiako; especially for those teaching across all eight wāhanga ako and/or multiple year levels in their classroom. The redesigned wāhanga ako will clearly describe the learning that cannot be left to chance through purposeful, sequenced, and interconnected statements covering:
 - Kaupapa – The common ideas, consisting of Kaitiakitanga, Tūrangawaewae, Mana Motuhake, Whakapapa, Whanaungatanga, will be used across all wāhanga ako. The knowledge, skills and literacies, and dispositions within each of these will grow in complexity through the phases of learning and will cover local, national, and international concepts.



- **Mātauranga** – The topics to be taught in wāhanga ako, breaking down into specific content, ensuring that the detail of the essential knowledge and topics will be specified for each year level.
- **Pūkenga** – The wāhanga ako and subject specific skills, strategies, and processes that mokopuna develop, encompassing and practicing the dispositions.

The specific skills, strategies, and processes will focus on:

- te mokopuna hei uri whakaheke – culturally confident contributors to the world they live in and beyond;
- te mokopuna hei puna kōrero – proficient communicators, engagers and contributors to the world they live in and beyond;
- te mokopuna hei tangata – thinking and caring human beings; and
- te mokopuna hei ākonga – learners and thinkers.

Recommended action

- d. The Ministry recommends that you agree to the Mātauranga - Pūkenga - Whanonga organising model for the redesign of *Te Marautanga o Aotearoa* as outlined above.

9(2)(g)(i)

Agree / Disagree

Phases of learning and Year-by-Year Expectations

10. Five phases of learning are planned for the redesigned *Te Marautanga o Aotearoa*. These currently occur in our education system, corresponding as either lower primary, upper primary, intermediate, lower secondary and upper secondary years of schooling, or as kura tuatahi and wharekura in Kaupapa Māori education:
- Phase 1 covers Years 0 to 3
 - Phase 2 covers Years 4 to 6
 - Phase 3 covers Years 7 to 8
 - Phase 4 covers Years 9 to 10
 - Phase 5 covers Years 11 to 13.
11. You have asked that the national schooling curriculum better detail the knowledge and skills to be covered in each year of schooling. Phases will complement and support the year-by-year approach and each phase will be clearly broken into a year-by-year progression.
- The mātauranga, pukenga, and whanonga will cross multiple years, enabling kaiako to build on learning from previous years, emphasising the increased complexity of learning required over time. This is useful for kaiako teaching multiple years in one classroom, which is common in kura, and enables the depth and breadth of mātauranga to be explored as appropriate for different year levels.
 - Phases describe the knowledge, skills, and dispositions that sits across each wāhanga ako. This will enable kaiako to chunk learning and recognises mokopuna may have different reo Māori competency levels and therefore start at different points and learn at different paces.

Recommended action

- e. The Ministry recommends that you agree to the phases **and** a year-by-year approach for the redesign of *Te Marautanga o Aotearoa* as outlined above.

9(2)(g)(i)

☒ Agree / ☐ Disagree

Te Reo Matatini and Pāngarau (literacy and maths)

12. Te reo matatini and pāngarau are included within and taught across *Te Marautanga o Aotearoa*. For Years 0 to 6 Te Reo Rangatira wāhanga ako content will predominantly focus on te reo matatini and language learning, with the Pāngarau wāhanga ako content predominantly focusing on core foundational numerical knowledge and skills.
13. Accordingly, as with the *New Zealand Curriculum*, the teaching sequences for te reo matatini (pānui, tuhituhi, and reo ā-waha) and pāngarau will be placed within the Te Reo Rangatira and Pāngarau wāhanga ako respectively.

Recommended action

- f. The Ministry recommends that you agree to the reo matatini (pānui, tuhituhi and reo ā-waha) and pāngarau sequences being placed within the Te Reo Rangatira and Pāngarau wāhanga ako, as outlined above.

☒ Agree / ☐ Disagree

Structure for the redesigned *Te Marautanga o Aotearoa*

Te Marautanga o Aotearoa Curriculum Structure	
Te Marautanga o Aotearoa Curriculum Framework	
Table of Contents	A table of contents for <i>Te Marautanga o Aotearoa</i> .
Kupu Whakataki: Minister's Foreword	The Minister's Foreword to <i>Te Marautanga o Aotearoa</i> .
Introduction	Describes the intent of <i>Te Marautanga o Aotearoa</i> , the national framework, and the expectations of how to use it.
Te Ao Māori	Describes a vision and principles for the revitalisation of te reo Māori, the status of mātauranga Māori in te reo Māori schooling pathways, the key themes, and the mokopuna graduate profile for kura and Māori medium settings that underpin wāhanga ako.
Supporting learning progress and achievement	Describes the progression model: • A clear understanding of progression. • How learning progresses aligned to the science of learning. • Understanding the parts of the progression model, including year-by-year teaching sequence, within tūārerere (learning phases).
National Curriculum in a reo Māori learning context	Provides clear instructions for leaders and kaiako so they can effectively enact the national curriculum through the delivery of quality teaching and learning programmes that support every mokopuna to progress and achieve, and to review teaching and learning programmes regularly.
Supporting quality ako and aromatawai	Ako focuses on learning and teaching grounded in te ao Māori. Language, culture, and identity are embedded in the learning and teaching process. The aspirations



	of whānau, hapū, and iwi for the wellbeing and education of mokopuna are prioritised. Aromatawai is the process used to monitor progress and development of learning that is mutually valued by mokopuna, their whānau, hapū and iwi in collaboration with their school or kura. Aromatawai supports: • kaiako to reflect on their teaching, including monitoring the effectiveness of their teaching programmes at critical times, making sure ākonga learning needs are met. • ākonga to reflect on their learning, supporting them to become more aware of their learning process(es), how they learn best, and what strategies work for them. It also contributes to them becoming more independent and self-directed learners. • both kaiako and ākonga to understand ākonga strengths and learning challenges, and to set new learning goals
National Curriculum Outcomes	Describes clear instructions for what boards, schools, and kura need to do to meet their curriculum, teaching and learning, monitoring, and reporting responsibilities as described in the Education and Training Act 2020, and how the curriculum supports them to do this.
Ngā Wāhanga Ako	Introduction for all wāhanga ako, describes the areas of knowledge and understanding to be covered, the skills and dispositions to be developed, and the levels of knowledge, skills, and understanding to be achieved by mokopuna during their years of schooling.
Specific Wāhanga Ako (including subjects as years 11 to 13)	
Wāhanga Ako	Description
Te Reo Rangatira (Equivalent to English in NZC)	The knowledge, skills, and dispositions that enable mokopuna to experience reo matatini educational success, through pānui and tuhituhi while also explicitly attending to the development of oral language proficiency and building reo Māori fluency.
Te Ao Māori (Equivalent to Social Sciences in NZC)	The knowledge, skills, values, understandings, and practices that enable mokopuna to make connections to and effectively participate in and contribute to, the Māori world, the wider world and its evolution to their future. Mokopuna will analyse how people experience the changing world and how those experiences are expressed.
Pāngarau (Equivalent to Mathematics & Statistics in NZC)	The pāngarau, mathematical, and statistical knowledge, skills, and dispositions that enable mokopuna to be numerate, to solve problems, identify patterns, and apply pāngarau knowledge and skills in everyday social, economic, and cultural contexts and situations.
Pūtaiao me te Hangarau (Equivalent to Science and Technology in NZC)	Within te ao Māori, pūtaiao and hangarau are integrated into a holistic understanding of the universe and humanity's place within it, recognising the synergies and interconnectedness between pūtaiao and hangarau, particularly in terms of innovation, problem-solving, and critical thinking. The scientific and technological knowledge, skills, and dispositions that enable mokopuna to make sense of the world and respond to current and future challenges will be the priority focus in this learning.
Toi Ihiihi (Equivalent to The Arts in NZC)	The knowledge, skills, and dispositions that enable mokopuna to capture and articulate the world as it was, the world that we know, and the world we want to see through the medium of music, performance, and visual art provides opportunities to manifest the tangible and intangible capabilities of expression.
Waiora (Equivalent to Health & Well-being in NZC)	The knowledge, skills, and dispositions that enable mokopuna to care for themselves and others and thrive as healthy, connected human beings.



Te Reo Pākehā	The linguistic, functional and strategic knowledge, skills, and strategies (written, oral, and non-verbal) mokopuna require to achieve linguistic competence in the English language. This includes the knowledge, skills, and dispositions that provide access to, enable, and maximise the benefits of being bilingual.
Ngā Reo (Equivalent to Learning Languages in NZC)	The knowledge, skills, and strategies mokopuna require to be an effective communicator of an additional language. This includes the knowledge, skills, and dispositions that provide access to, enable, and maximise the benefits of being bilingual.
Specific Wāhanga Ako content	
Te Iho o Te Wāhanga Ako (Introductory Statement)	Describes the value and importance, key themes, knowledge, skills, and dispositions, and planning, teaching and learning guidance and practices, of the wāhanga ako.
Tūāreke (Phases of learning)	Describes the knowledge and teaching and learning foci that sit across all the wāhanga ako for that learning phase (tūāreke).
Ngā Whanonga (Learning Dispositions)	Describes the expectations of learning to attain the knowledge, skills, dispositions and attitudes that empower mokopuna to be successful learners through believing in their ability to achieve excellence and self-efficacy in their learning.
Kaupapa	Describes the common ideas kaiako will focus on teaching, across all wāhanga ako, building on the levels of sophistication as learning progresses so that they alongside mokopuna, and whānau know what prior learning has been mastered and what next learning steps will be.
Mātauranga	Describes the specific topics to be taught in wāhanga ako, breaking down into specific content, ensuring that the detail of the essential knowledge and topics will be specified for each year level.
Pukenga	Describes the subject specific skills, strategies, and processes that mokopuna will develop, encompassing and practicing the dispositions mokopuna will focus on, including: - te mokopuna hei uri whakaheke – culturally confident contributors to the world they live in; - te mokopuna hei puna kōrero – proficient communicators, engagers and contributors to the world they live in; - te mokopuna hei tangata – thinking and caring human beings; and - te mokopuna hei ākonga – learners and thinkers.

Recommended action

- g. The Ministry recommends that you agree to the structure for the redesigned *Te Marautanga o Aotearoa*, as outlined above. 9(2)(g)(i)

☒ Agree ☐ Disagree

Engagements with Māori, including Māori education organisations

14. As previously outlined *Te Marautanga o Aotearoa* guides teaching for all those learning through te reo Māori in schools and kura. Given your developing relationships with Māori, particularly Te Matakahuki, including Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) and Ngā Kura ā-Iwi o Aotearoa (NKAI), it will be important for us to discuss the refresh of *Te Marautanga o Aotearoa* in the context of kaupapa Māori education.

Recommended action

- h. The Ministry recommends that:
- you agree to discussions being had with NKAI and TRN about the refresh of *Te Marautanga o Aotearoa* in the context of kaupapa Māori education



☒ Agree / ☐ Disagree

- you agree to discussions being had with other networks of immersion and bilingual kura and setting to inform your decision on the approach taken for the refresh of Te Marautanga o Aotearoa.

☒ Agree / ☐ Disagree

Rewrite of *Te Marautanga o Aotearoa* Timelines

- Given your agreement to the timelines for the refresh of the English and mathematics & statistics learning areas in the NZC, as described in the Timeline for the *New Zealand Curriculum* refresh paper, [METIS 1327038 refers] we seek your agreement for Te Reo Rangatira and Pāngarau wāhanga ako refresh to occur within the same timeframes. This will include having the refreshed Te Reo Rangatira content for Years 0-6 being consulted on first followed by content for Years 7-13 and the Pāngarau wāhanga ako being required from 2026, with 2025 serving as a transition year.
- These timelines support your continued focus on lifting outcomes in pānui, tuhihi, and pāngarau alongside that of reading, writing and maths, and will be written in line with the design principles in this paper if approved. This will also include ERO's Independent Quality Assurance and consultation processes, and the implementation timelines.
- Pūtaiao me te Hangarau wāhanga ako (equivalent learning at a high level to the science and technology learning areas) will be available from Term 4, 2025. The difference in timeline to the *New Zealand Curriculum* Science and Technology learning areas, reflects the additional work that is needed, along with less international comparisons we can draw on to reduce the writing timelines.
- All other wāhanga ako be ready for release from the start of Term 4, 2025, in line with the timelines you have agreed for the *New Zealand Curriculum*.
- The full refreshed *Te Marautanga o Aotearoa* is gazetted at the end of 2026 for full use in 2027, in line with the *New Zealand Curriculum*.

Recommended action

- The Ministry recommends that you:

- agree** to the refreshed Te Reo Rangatira wāhanga ako for Years 0-6 be required from the start of 2025 to deliver structured approaches to te reo matatini and that Years 7-13 be required from the start of 2026, with 2025 as a transition year.

9(2)(g)(i)

☒ Agree / ☐ Disagree

- agree** that the refreshed Pāngarau wāhanga ako be required from the start of 2026, with 2025 as a transition year (aligned to NZC Timings) with the broad Ministry-led consultation with the sector and wider public is planned for Terms 1 and 2, 2025;

as above

☒ Agree / ☐ Disagree

- agree** that, following a planned period of engagement with the sector and wider public in 2025, all other final rewritten wāhanga ako (and the overall curriculum framework) be ready for



schools and kura to use from the beginning of Term 4, 2025 (aligned to the timelines for the refreshed New Zealand Curriculum); *as above*

☒ Agree/ ☐ Disagree

- iv. **agree** that the full refreshed *Te Marautanga o Aotearoa* is gazetted at the end of 2026 for full use in 2027, in line with the *New Zealand Curriculum*.

as above.

☒ Agree/ ☐ Disagree

Professional Learning & Development

20. We will support kaiako immediately with the delivery of PLD for structured approaches to teaching te reo matatini, and Cabinet has endorsed your plan for implementing the Literacy Guarantee [SOU-24-MIN-0023 refers]. Future PLD and supports will be phased in over time as *Te Marautanga o Aotearoa* rewrite work programme is implemented [METIS 1326677 refers]. These will be designed to deepen curriculum knowledge and understanding to support tumuaki, teachers, and kaiako to implement the refreshed curriculum. The PLD will be designed and planned as the wāhanga ako are developed so that it is ready to meet the rollout timeframes. The nature and scale of PLD will be informed by analysis of sector needs taking into consideration available funding and progress on initial focus areas.
21. Resources that support the curriculum will also be made available to support implementation of the refreshed *Te Reo Rangatira* and *Pāngarau* wāhanga ako when these are released. A similar approach will be taken as each of the other wāhanga ako are developed and implemented.

Next Steps

22. Now that decisions on the timeline for the *New Zealand Curriculum* refresh [METIS 1327038 reference] are confirmed, and that once this paper and the principles it contains are confirmed, we will develop a detailed delivery plan for *Te Marautanga o Aotearoa* rewrite work programme. This will include curriculum development timelines, the Independent Quality Assurance, and consultation processes, and lay out implementation timelines.

Recommended action

- j. The Ministry of Education recommends that this paper is not released at this time as it contains free and frank advice, and its release is considered as part of future communications activities following any associated Cabinet decisions.

☒ Agree/ ☐ Disagree

Kiritina Johnstone
General Manager, Te Uepū Reo Māori
Te Poutāhū | Curriculum Centre

Hon Erica Stanford
Minister of Education

30/04/2024

8/5/24

Proposed *Te Marautanga o Aotearoa* rewrite timeline (*landscape format*)

