

TE MARAUTANGA O AOTEAROA DRAFT FOR CONSULTATION

February 2008

The purpose of this document is to provide information on Te Marautanga o Aotearoa draft for consultation for Kura Kaupapa Māori and English Medium Schools. It includes background information, the Ministry's timeline for consultation, NZEI's views and guidance for you in preparing a submission.

KEY POINTS:

- Te Marautanga o Aotearoa Māori medium draft curriculum for consultation was released on 15 November 2007 and sets the direction for teaching and learning in Māori medium primary and secondary kura. It provides pathways for Māori medium students to develop and extend their knowledge and skills across all learning areas.
- Te Marautanga is a curriculum document for use in kura kaupapa Māori and for Māori medium classes.
- A Teacher-Only Day has been provided for consultation on Te Marautanga o Aotearoa for all level one and level two Māori immersion schools and settings.
- To support everyone to engage with the draft Te Marautanga o Aotearoa a translation document has been provided. The final document, however will be published in Te Reo Māori only.
- It would be beneficial for all teachers in English medium settings, to become familiar with this curriculum to support the teaching and learning of Māori students alongside the New Zealand Curriculum.
- Resources are available online for consultation with your community. Advisors and Resource Teachers have been briefed on Te Marautanga o Aotearoa to support the consultation phase. Dates for these will be advertised in local media and online.
- Te Marautanga o Aotearoa closing date for submissions is 18 April 2008. The final document will be launched and distributed to schools in late 2008.

ACTION:

- Feedback is requested from all groups involved in education including teachers and principals, whānau, hapū, iwi, parents & caregivers, students, and other education providers.
- As some students may be on Te Reo Māori Level 1 or 2 in mainstream classes, principals and teachers will need to become familiar with Te Marautanga o Aotearoa.
- They will need to evaluate the contents and comment in terms of the fit with their current programmes and practices and generally assess whether Te Marautanga o Aotearoa draft will lead to improved teaching and learning.
- Kura and Schools are encouraged to provide feedback on Te Marautanga o Aotearoa to NZEI by 1 April 2008 and to the Ministry of Education by 18 April 2008.
- During the consultation phase, the Ministry of Education is not asking for changes to be made to kura/schools programmes or paper work.

ENQUIRIES:

Please direct these to **Laures Park** at National Office; laures.park@nzei.org.nz telephone 04-3822721 or fax 04-3842339 or **Geraldine Ryan** geraldine.ryan@nzei.org.nz 04 -38822718, fax 04-3822740.

SECTION ONE

Background Information

This section sets out general information and the rationale for Te Marautanga and available support.

- What is Te Marautanga of Aotearoa?
- What does Te Marautanga o Aotearoa set out to do?
- What does the Ministry hope to achieve?
- Foreword to Te Marautanga – Secretary for Education
- What support is there for Māori medium kura and settings?
- Development Phase
- What is the Ministry's timeframe?
- What are the expectations of the Education Review Office?

1. What is Te Marautanga o Aotearoa?

Te Marautanga o Aotearoa Māori medium draft curriculum for consultation sets the direction for teaching and learning in Māori medium primary and secondary kura.

It provides pathways for Māori medium students to develop and extend their knowledge and skills across all learning areas.

2. What does Te Marautanga o Aotearoa set out to do?

The curriculum draft:

- allows schools more control and flexibility over what is taught to their students within the parameters of the framework
- is less prescriptive than the current curriculum statements and more user-friendly for teachers
- emphasises the importance of effective teaching
- encourages students to take an active part in identifying what they need to learn
- calls for stronger connections between schools and communities
- proposes to make teaching and learning more manageable by clarifying what students need to achieve and identifying priorities for curriculum design.

3. What does the Ministry hope to achieve?

The Ministry's key message to kura/schools is to encourage them to engage with the curriculum draft and provide feedback about whether the shape and direction for learning is appropriate. Kura/schools are invited to consider the draft and the implications for their teaching and learning programmes and to think about how they might manage this stage of the process.

4. Foreword to Te Marautanga o Aotearoa

The Secretary for Education, Karen Sewell comments:

- Māori-medium education is an essential part of New Zealand's education landscape. It is a powerful symbol of what it means to be a New Zealander, an important mechanism to enable young New Zealanders to fulfill their potential through the education system, and an influential tool to develop successful learners.
- The goal of Te Marautanga o Aotearoa is developing successful learners who are competent and confident communicators in the Māori world, healthy in mind, body, and spirit and secure in their identity and sense of belonging. These successful learners will have the skills and knowledge to participate, contribute to, and succeed in both te ao Māori and te ao whānui.
- Te Tiriti o Waitangi is central to Te Marautanga o Aotearoa. The principles of this document align with Te Tiriti o Waitangi and build on the belief that the student is at the centre of all learning. The principles reflect and affirm the identity of the learner, and of schools teaching through the medium of te reo Māori.

5. What support is there for Māori medium kura and settings?

The Minister of Education the Hon. Chris Carter and the Associate Minister for Education, Hon. Parekura Horomia have jointly approved a Teacher-Only Day for the consultation of Te Marautanga o Aotearoa for all level one and level two Māori immersion schools and settings.

Letters about the Teacher-Only Day will be sent to the 367 Māori immersion schools and settings at the end of January 2008 to advise them of this.

A Board View article has been published in the latest Education Gazette (17 December 2007 issue) informing boards and principals that a letter will be sent in January 2008.

Regional co-ordinators sourced from Māori-medium In-Service Teacher Educators (Resource Teachers of Māori, Resource Teachers Learning Behaviour, and Māori medium Advisors) will be available to facilitate regional workshops and will have the support of the ministry to facilitate meaningful discussions about the draft document.

Consultation support materials have been compiled to assist facilitators, teachers and teaching communities to understand the draft document. Copies of the support documents can be downloaded from <http://www.minedu.govt.nz/goto/12352> or <http://www.tki.org.nz>.

Dates for the consultation workshops together with further information, will be advertised in local media and online as they are confirmed at www.moa.ac.nz

6. Development Phase

Representatives from the following organisations have been a part of the development process since 2003 and are expected to continue as advisors during the consultation phase: ERO, Iwi Partners, Learning Media, NARTAM, NZEI, Paraparaumu School, PPTA, STA, Te Akatea, Te Kohanga Reo National Trust, Te Puni Kokiri, Te Rūnanganui o Ngā Kura Kaupapa Māori o Aotearoa and Te Taura Whiri i te Reo Māori.

In preparation of supporting the Māori medium sector during the consultation period, meetings have been held with Resource Teachers of Māori, Resource Teachers Learning Behaviour, Māori medium Advisors, and Pouwhakataki to help them to understand the key concepts within the document. While working with these groups within their regions invitations will also be extended to their colleagues, who work in English medium schools.

7. Ministry of Education's Timeframe

15 November 2007	Launch of Te Marautanga o Aotearoa: He tauira hei kororero Draft for Consultation. The Ministry of Education will set up focus groups to test the proposed curriculum.
February 2008 - 18 April 2008	A teacher only day is available to enable each kura to undertake discussions and to provide feedback to the Ministry on the curriculum draft.
18 April 2008	Closing date for Submissions to the Ministry of Education. The Ministry has commissioned Colmar Brunton and Nan Wehipeihana to collect and analyse feedback from the sector.

8. What are the expectations of the Education Review Office?

A representative from the Māori team of ERO has been a member of the Ohu Matua throughout the development of the document.

The Ministry intends to continue to work with ERO to ensure that they are fully informed of the changes that are made as the final document is prepared.

SECTION TWO

NZEI's position and involvement

This section sets out NZEI's view of Te Marautanga o Aotearoa, and its involvement with the development of Te Marautanga o Aotearoa draft.

- Why have a parallel New Zealand Curriculum for Māori medium?
 - Similarities and differences between Te Marautanga o Aotearoa and New Zealand Curriculum
 - NZEI Comments
 - NZEI policy in relation to having two national curriculum
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1. Why have a parallel New Zealand Curriculum for Māori Medium?

The Ministry of Education's commitment to Māori language education is one of the key reasons for the development of Te Marautanga o Aotearoa. This commitment has been informed by Ka Hikitia 2008-2012, to enable Māori to access Māori language education options, and to build knowledge of tikanga Māori.

The number of students in Māori medium settings is increasing steadily with teachers in Māori medium requesting a relevant curriculum for some time.

2. Similarities and differences between Te Marautanga o Aotearoa and New Zealand Curriculum

Similarities:

Both have been developed through a co-constructed approach with the sector.

Both curricula are outcomes focused and require schools to select and develop specific content and contexts for teaching and learning programmes.

Both documents provide schools/kura with the flexibility to develop local curriculum within the direction set by the official documents and include principles for that development.

Both documents have been developed from the same fundamental principles, but also include unique perspectives.

Both have a research base that underpins all aspects of the documents.

Both highlight the importance of te reo Māori in teaching and learning in New Zealand schools.

Both include pedagogical advice recognising the key role that effective teaching and learning plays in student achievement.

Differences in perspectives:

Te Marautanga reflects a Māori worldview and has been guided by the overarching principles of matauranga Māori and Māori philosophy.

The New Zealand Curriculum reflects the view that quality education is a shared responsibility of the state, the community, the family and the individual.

Te Marautanga acknowledges that the Māori language is the vehicle for Māori cultural practices and through it, enables the manifestation of all aspects of the Māori world.

New Zealand Curriculum acknowledges that te reo Māori is indigenous to Aotearoa New Zealand and is a taonga recognised under the the Treaty of Waitangi.

3. NZEI Comments

At the time that the draft curriculum document was released, NZEI welcomed the draft version of Te Marautanga o Aotearoa. In its press release, NZEI commented:

The draft Māori medium curriculum is a pioneering document which will give teachers the clear direction they have been waiting for.

It sets the direction for the thousands of students in bi-lingual Māori units and total immersion schools, where te reo Māori is used for all teaching and learning.

NZEI Miro Māori, members who make up the majority of teachers in those schools, have been involved in the development of Te Marautanga. They say it is a world-leading document because it is not a translation but is written in te reo and from a completely Māori perspective.

Kaiako in kura kaupapa and bi-lingual units will embrace it because they now have a document based around their own beliefs that promotes te reo Māori. And it can also be accessed by children in mainstream schools .

Teachers will be able to take clear direction from it, map out their students' learning and decide what kind of outcomes they want for them.

Te Marautanga is a partner document to the New Zealand Curriculum, and just like the New Zealand Curriculum, it will also require adequate resourcing and professional development for teachers and principals, if it is to be successfully implemented.

4. NZEI policy in relation to having two national curriculum

NZEI policy on Maturanga Māori/Māori Education is wide ranging and covers matters applicable to the education of Māori students in both Māori medium and in English medium schools and early childhood centres.

NZEI recognises Maturanga Māori/Māori Education as a broad concept which should provide:

- for the education of Māori people in the shared skills needed for life in New Zealand
- an opportunity for Māori pupils to become fluent in the Māori language
- an opportunity for Māori pupils to learn about and through things Māori.

NZEI policy also recognises education as a human right and a public good. The policy section dealing with Quality Public Education includes the following relevant statements:

- NZEI contends that every student is entitled to quality learning that is; child centred; recognises each child's wider context; and which allows each to reach their potential.

- NZEI believes that the Treaty of Waitangi, and the partnership it describes, must be recognised in the forms and provisions of education.
- All aspects of Maturanga Māori/Māori education should be given a far greater national priority than at present.
- All students are entitled to intellectual and personal development in a context of respect for identity and culture.
- Access to quality public education must make provision for access by medium of each of New Zealand's official languages.
- Where barriers to the above exist, the state has a responsibility to remove such barriers to fair access by employing existing policies and practices, or special provisions to ensure each student's or child's entitlement to a good local school or early childhood service are met.
- NZEI recognises and accepts cultural and linguistic differences as human resources to be valued.
- NZEI believes that equality of educational achievement rests upon the provision of equal education opportunities – opportunities that recognise cultural and linguistic differences – for there is no greater inequality than to provide the same treatment for all when that treatment is based upon values, learning styles of only one group in society.
- That when new curriculum areas are added to the work of teachers the Ministry of Education prepares, and makes known, a comprehensive plan to provide the staffing and professional learning and property required to support the implementation of the new curriculum areas.

Reference: NZEI (2006) QPE 4 21C: Quality Public Education for the 21st Century

SECTION THREE

Making a Submission to Te Marautanga o Aotearoa draft for consultation

This section provides information on the Ministry's feedback questionnaire followed by NZEI suggestions of what teachers and schools may wish to reflect and comment on during the consultation phase leading to a submission to the Ministry.

- Discussion document – Panuihia, Kororerero Me te Kopae Awhina
- Suggestions for giving feedback using the Ministry questionnaire or making a submission
- Ministry feedback questionnaire – Pepa Uiui
- Making a submission
- Your kura/school and teaching context

1. Discussion Document - Pānuhia, Kōrerorero Me te Kōpae Āwhina

This document has been developed to support facilitators of workshops throughout the

consultation period. It outlines key questions that will help generate in-depth discussions about key components within the document.

2. Suggestions for giving feedback using the Ministry questionnaire or making a submission

The opportunity has been provided, through a flexible teacher only day, for kura to consider the curriculum draft and give feedback to the Ministry.

NZEI encourages kura/schools to respond to the questionnaire or make a submission on the draft curriculum. Provision is made also, for whānau, hapū and iwi and other community groups to respond to this document as well.

Make sure you make a response to the Ministry of Education, by 18 April 2008.

3. Ministry feedback questionnaire - Pepa Uiui

The Ministry's feedback questionnaire can be responded to by hard copy or online. It seeks a response to the document as a whole and to its various parts including: its overall intent and direction, clarity, likely impact on the ongoing development of each kura/school's curriculum, implementation challenges and usefulness of each part.

Like most online questionnaires the questions are usually designed to fit electronic requirements. Very often people's responses do not fall into neat yes/no categories, however, there is space under each set of questions for open comment.

NZEI's experience is that this type of online questionnaire limits the range and focus of what responses may otherwise have been made. Respondents are encouraged to use the open comment section.

The kura/school is not obliged to use the online questionnaire, it can write a letter/submission to the Ministry with as many or few points as it wishes or a combination of the two. It is not expected that the kura/school's submission covers every aspect of the curriculum draft. Comment only what is important to your kura/school and list those aspects where you are in agreement and where there is a lack of clarity or concerns.

4. Making a submission

NZEI will also be making a submission based on advice from Te Reo Areare and its wide range of national networks. It is also interested in what individual kura/schools see as the strengths of the curriculum draft and potential barriers which may prevent success.

5. Your kura/school and teaching context

Identify, from your school and teaching context, whether or not the curriculum draft does as it claims and give reasons.

It is claimed Te Marautanga o Aotearoa will enable students to:

- Develop as confident and resilient individuals
- Realise their full potential and lead fulfilling lives
- Communicate effectively in te reo Māori
- Take pride in their identity

- Participate and succeed in te ao Māori me te ao whānui.

When addressing these issues you may wish to consider:

- potential workload matters e.g. planning, consultation, documentation
- what supports will need to be in place
- any barriers to your own school's success.

Although there is a tight timeframe for consultation, NZEI would find it useful to receive copies of your submission before 1 April 2008, alternatively if you have not completed your consultation by this date, NZEI would appreciate a copy forwarded to NZEI National Office after this date.

SECTION FOUR

Te Marautanga o Aotearoa the draft Curriculum at a glance – taken from the Ministry of Education translation version of Te Marautanga

This section provides a brief outline of each section of Te Marautanga o Aotearoa. Refer to the document for full information.

- Rationale – Te Putake o te Marautanga o Aotearoa. What is it for?
- Principles – Nga Matapono
- Graduate Profile
- Values and Attitudes – Nga Uara, Nga Waiaro
- The Māori Language – Te Reo Māori
- Personal Enhancement through Educational Achievement – He Toi Matauranga, he Mana Tangata
- Effective Teaching and Learning – Nga Ahuatanga Ako
- Assessment
- Kura Curriculum Planning – Te Whakahoahoa Marautanga-a-Kura
- Learning Areas – Nga Wahanga Ako

1. Rationale – Te Putake o te Marautanga o Aotearoa What is it for?

Te Marautanga o Aotearoa is the framework that outlines the knowledge, skills, values and attitudes for kura teaching through the medium of te reo Māori.

Te Marautanga o Aotearoa must be included in kura charters and is the platform for the development of a kura based curriculum. This requirement will ensure the implementation of the principles and achievement objectives of each learning area. There is flexibility within Te Marautanga o Aotearoa for individual kura and teachers to implement, interpret, and utilise their own and/or local knowledge in learning contexts.

2. Principles – Ngā Mātāpono

The principles/Ngā Matapono of Te Marautanga o Aotearoa derive from Te Tiriti o Waitangi and guide the development of the Māori medium kura curriculum.

Te Marautanga provides further expansion in the following areas:

- Student centred teaching and learning
- A strong sense of self
- Students achieving their potential

- Kura work together with whānau, hapū, iwi, and community.

These principles/mātāpono will be reflected in each kura curriculum.

3. Graduate Profile

This section in Te Marautanga, outlines the qualities and characteristics of a graduate Māori-medium education including:

- Students gaining a wide range of life skills
- Opportunity to enter a wide range of careers
- Attain high level of education and socio cultural success.

Further detailed information of the Graduate Profile is to be found on page 3 of the translation document.

4. Values and Attitudes – Ngā Uara, Ngā Waiaro

**Kia māhaki mārire tāna mauri
Kia noho mārire tōna mana motuhake
Kia ngākau māhaki ki ōna hoa
tae noa hoki ki ngā iwi whānui**

Te Marautanga o Aotearoa supports a holistic approach to teaching and learning. It acknowledges that values and attitudes are integral to who students are, how they act, how they engage with others, and how they respond to learning experiences. Values and attitudes are inextricably linked to and influenced by culture. The kura curriculum will reflect the shared values of the whānau, hapū, iwi and kura community.

5. The Māori Language – Te Reo Māori

**Ko te reo te manawapou o te Māori
Mā te kōrero
Te reo e ora ai
Mā te ora o te reo
Ka rangatira**

Te Marautanga o Aotearoa supports the retention and revitalisation of te reo Māori me ona tikanga through teaching and learning programmes. The unique language, mana, wairua, beliefs and customs held by iwi will be acknowledged in the kura curriculum.

Te Marautanga o Aotearoa acknowledges that as bilingual learner's students will extend their opportunities to actively contribute to New Zealand's social and economic development.

6. Personal Enhancement through Educational Achievement – He Toi Mātauranga, he Mana Tangata

**Mā te whakaaro nui e hang ate whare
Mā te mātauranga e whakaū**

Te Marautanga o Aotearoa recognises that students carry with them a wealth of knowledge and experiences shaped by their everyday world.

Te Marautanga o Aotearoa guides kura to develop their curriculum to prepare students for academic achievement. It also advocates learning for the future and for participation at a global level through a foundation education that reflects and celebrates things Māori.

7. Effective Teaching and Learning – Ngā Āhuatanga Ako

Student learning will be promoted through the collaborative development of the kura curriculum and will incorporate factors such as:

- Effective teaching and learning
- Preparing students for a life of learning
- Supporting students to become independent learners and to make quality choices
- Recognising the diversity of Māori learners
- Validating students knowledge and provide scaffolds to facilitate new knowledge.

8. Assessment

Assessment should be underpinned by cultural sensitivity and fairness.

Assessment will:

- Improve student learning
- Identify current knowledge levels and positively support further learning
- Set the direction for teaching programmes and influence teaching practice
- Empower learners to set specific learning goals for themselves.

Assessment data will inform kura policies and plans that influence teaching programmes to improve student learning outcomes.

9. Kura Curriculum Planning – Te Whakahoahoa Marautanga-ā-Kura

Each kura will plan and implement their own curriculum in consultation with students, whānau, hapū, iwi and the community. Kura will decide where and how it will start this process.

10. Learning Areas – Ngā Wāhanga Ako

Te Marautanga o Aotearoa is divided into seven learning areas:

- The Arts – Ngā Toi
- Mathematics – Pāngarau
- Science – Pūtaiao
- Te Reo Māori
- Technology – Hangarau
- Social Sciences – Tikanga-a-iwi
- Health – Hauora.

In the New Zealand Curriculum document for English medium schools there is an eighth Learning Area, that of 'Learning Languages'. There is no requirement within Te Maturanga o Aotearoa for the teaching of languages other than English. In practice many Kura Kaupapa Maori are offering languages other than Te Reo Maori and Te Reo Pakeha to their students.

On Page 9 of Te Maturanga o Aotearoa, there is an outline of expectations around the teaching of Te Reo Pakeha. The essence statement and achievement objectives for this section of Te Marautanga o Aotearoa Draft for Consultation are currently under development. They will be available for feedback and consultation in 2008.