



PPTA TE WEHENGARUA ANNUAL CONFERENCE 2021

CURRICULUM REFRESH UPDATE



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CONTENTS



Recommendations	2
1. Introduction	3
2. Te Marautanga o Aotearoa and The New Zealand Curriculum Refresh	3
3. PPTA Te Wehengarua Representation	4
4. Reform of Vocational Education (RoVE)	6
5. Conclusion	7

RECOMMENDATIONS

1. That the report be received.

1. INTRODUCTION

- 1.1. In February 2021, Ministers Jan Tinetti and Kelvin Davis announced that the national schooling curriculum will be refreshed through a phased approach over five years, so it remains fit for purpose and is clearer about what our tamariki need to learn at school and kura¹.
- 1.2. In March 2021, Cabinet then agreed to the Education Work Programme (EWP) 2021 for this term of Government that included five objectives. This update relates to the Refresh of Te Marautanga o Aotearoa (TMOA) and The New Zealand Curriculum (NZC), and the Reform of Vocational Education (RoVE) which are derived from two of those objectives: Objective 3, Quality teaching and leadership; and, Objective 4, Future of learning and work.²

2. TE MARAUTANGA O AOTEAROA AND THE NEW ZEALAND CURRICULUM REFRESH

- 2.1. Te Marautanga o Aotearoa
The refresh for TMOA will shift the framing of the current curriculum structure toward a more holistic and ākonga centred focus, based on the He Tamaiti Hei Raukura framework. He Tamaiti Hei Raukura will prepare ākonga for their future by developing the skills and capabilities to operate successfully in our ever-changing world with a strong grounding of mātauranga Māori within te ao Māori, as well as in their own identity, reo and culture.
- 2.2. The announcement of the refresh comes as a result of the longstanding work that has been happening to better understand the learning needs of ākonga from the perspective of whānau, kaiako, kura, hapū, iwi and the wider learning community.³
- 2.3. The TMOA refresh has a focus on Te Ōritenga (equity), Te Pono (trust) and Te Arorau (coherence).
- 2.4. New Zealand Curriculum
The three-to-five-year timeline⁴ for development and implementation of changes for the NZC refresh, began with Aotearoa New Zealand's Histories (ANZH) due for implementation in 2022. Social Sciences is therefore the first learning area of the rank following the design of ANZH that aims to be bicultural, inclusive, and easier to use.
- 2.5. PPTA Te Wehengarua has invited the Ministry to present at various committees, fora, conferences and meetings in order to ensure as many members as possible have access to the thinking behind the refresh. Key messages regarding the NZC Refresh are:
 - all learning areas will follow a similar design standard and process to help bring some clarity and coherence to the way important learning and progress are described
 - following an 'Understand, Know, Do' model to describe student progress

¹ [Refresh of the National Curriculum for Schooling – Education in New Zealand](#)

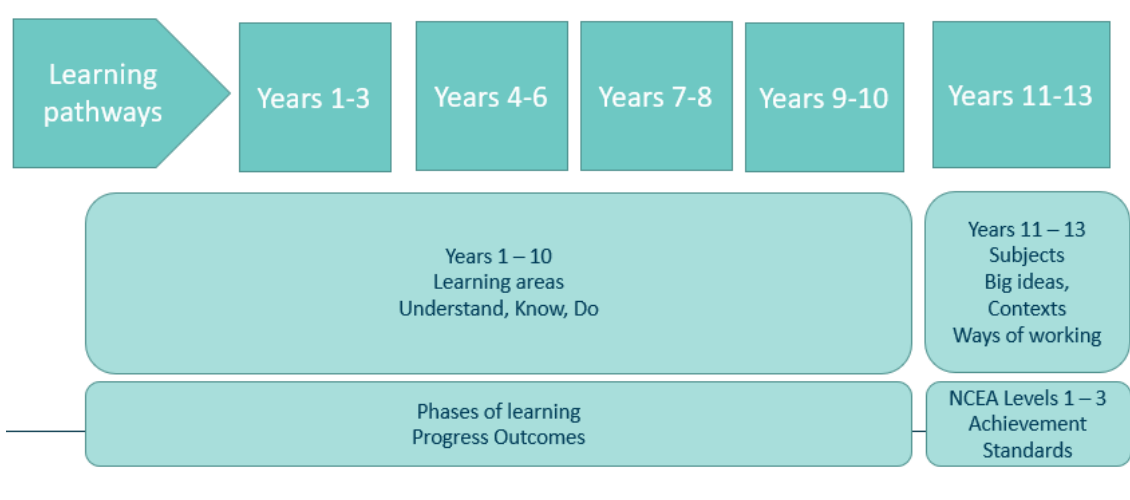
² <https://conversation.education.govt.nz/about/>

³ [Refresh of Te Marautanga o Aotearoa | Kauwhata Reo](#)

⁴ [Curriculum and assessment changes – Education in New Zealand](#)

- Mātauranga Māori, literacy and numeracy, discipline knowledge and key competencies woven through
- the eight levels are being re-thought as learning pathways in year level groupings (years 1-3, years 4-6, years 7-8, years 9-10).
- available digitally through an Online Curriculum Hub (replacing TKI over time), alongside quality-assured resources linked to the digital curriculum.
- as compulsory schooling is until approximately the end of year 10, that is the scope of the curriculum refresh work – thereafter the curriculum is woven through subject and the phases of learning that are measured through progress outcomes.

2.6. This final point is one that PPTA Te Wehengarua has challenged on many occasions as it leads to misunderstandings about the importance of curriculum in the senior secondary years. The different terminology used across the year levels will also take some adapting to.



3. PPTA TE WEHENGARUA REPRESENTATION

- 3.1. While PPTA Te Wehengarua has no formal representative on any working party for the refresh of the TMOA, Te Huarahi members have been kept up to date with presentations from the Ministry about the progress of this work and are keen to increase the contact.
- 3.2. *Curriculum Voices Group*
The Ministry invited PPTA Te Wehengarua to nominate representatives for the Curriculum Voices Group for the NZC. Representatives are: Louise Ryan (CAC, SQAG), Michael Waller (PIAC), Karyn Gray (SPC), Adele Scott (Advisory Officer).
- 3.3. At its most recent meeting (28 July), attendees took part in a number of activities to support the development work. These included:
 - i. grappling with a definition of local curriculum
 - ii. hearing about the proposed three pou of the bicultural and inclusive framework that will underpin the work of the learning area design teams and,
 - iii. considering the challenges and key supports that will be needed to build the sector capability to implement a refreshed curriculum.

- 3.4. Despite a focus earlier in the day on the huge amount of change taking place with reference to Graeme Aitken’s work on cognitive load, and the need for strong supports for the teaching profession through any change, it was disappointing that the ministry started off the discussion for the third activity by reminding everyone of the supports that currently exist, such as the contestable PLD funding pool, subject associations and the Networks of Expertise and did not give any hope that there would be extra targeted funding allocated to the roll out of the refreshed NZC. The day finished with a further reminder that ‘we are doing this together (Ministry and us) and are all part of this design’. More details will follow in a future update.
- 3.5. *Curriculum Advisory Group*
On 10 February this year the secretary of education Iona Holsted announced her intention to form a Curriculum Advisory Group (CAG). After some to-ing and fro-ing, it was made clear to PPTA Te Wehengarua that we would not necessarily have a representative on the CAG but that we were invited to encourage suitable candidates to submit expressions of interest for membership on the group.
- 3.6. In Iona’s own words: ‘The CAG is intended to help strengthen the Ministry’s national curriculum leadership by providing expert advice on the direction for curriculum across the breadth of education pathways to improve educational outcomes for all ākonga across Aotearoa New Zealand. They will take a strategic view of the collective impact of the curriculum work programme and provide advice about how learners and educators experience Aotearoa’s curriculum system.’
- 3.7. Despite wanting to ‘establish the CAG swiftly to make sure we leverage [successful applicants’] expertise as early as possible in the upcoming national curriculum refresh and implementation of Aotearoa New Zealand’s Histories curriculum content’, the announcement of the chosen ones was not made until just recently on 23 July.⁵
- 3.8. PPTA Te Wehengarua had duly encouraged several members to apply across many of its relevant committees and networks, including SPC. It even ran its own pre-selection process before it was discovered that union representation was not a given (see HX21-033).
- 3.9. President Melanie Webber and the Secondary Principals’ Council had some serious concerns which were raised with both Iona Holsted and the Minister of Education about the makeup of the CAG. These concerns included:
- the lack of current, public school educational experience in Aotearoa in the group
 - there appeared to be little representation from state, secondary school practitioners
 - perceived conflicts of interest given that some of those who are in schools appeared to have strong links to large private educational organisations or run their own consultancy businesses.
- 3.10. As a result of this advocacy, and a secondary public sector principal representative (agreed to by both SPC and SPANZ) has now been included in the CAG, addressing the first two concerns.
- 3.11. PPTA Te Wehengarua asserts that it is critical that the foundations for curriculum development in Aotearoa and the change management process have the trust of the sector and are firmly based on

⁵ <https://www.education.govt.nz/news/introducing-the-curriculum-advisory-group/>

understandings of the importance of public education, the credibility of current practitioners, and the connection with all teachers that union representation provides.

4. REFORM OF VOCATIONAL EDUCATION (ROVE)

- 4.1. The Education (Vocational Education and Training Reform) Amendment Bill which took effect from April 2020 will see the most significant set of changes for the tertiary education sector in more than 25 years.
- 4.2. The reforms encompass seven key changes designed to create a strong, unified, sustainable vocational education system that is fit for the future of work, and that delivers the skills that learners, employers and communities need to thrive. The Tertiary Education Commission website has all the details of the reforms including regular newsletters.⁶
- 4.3. One of the first things that happened when the new bill took effect was the establishment of Te Pūkenga (New Zealand Institute of Skills and Technology). Te Pūkenga brings together the existing 16 Institutes of Technology and Polytechnics (ITPs) into one organisation.⁷ Further changes will occur as the role of supporting workplace-based learning will shift from transitional ITOs to providers.
- 4.4. The implications for schools are not yet fully understood as there is much to unpack and many organisations' views to consider, but the Pathways Advisory Group is being kept up to date with the developments and has been involved in regular meetings covering aspects such as:
 - defining Vocational Education and what learning diverse pathways might look like
 - exploring who learners are and what their needs are
 - discussions of learning pathways (grappling with the often-unhelpful dichotomy of academic vs vocational)
 - learning programme design
 - giving effect to our commitment to mana ōrite mō te mātauranga Māori
 - the future shape of the Vocational Entrance Awards.
- 4.5. Currently there are two Vocational Pathways Awards at Level 2. However, there are no awards at Level 3, and it isn't clear what ākonga should do at Level 3 to continue on their pathway. The Ministry of Education is considering a range of awards at Levels 2 and 3 with a possible industry component alongside the curriculum component. While there is an intent to use existing unit standards to meet the criteria of any new awards, this does seem to be increasingly problematic while the RoVE is still underway.
- 4.6. The Ministry sees the Pathways Advisory Group as critical in providing opportunities for co-designing solutions to strengthen pathways from secondary school to life after school.
- 4.7. PPTA Te Wehengarua is represented on this group by Hamish Davidson (Aotea College), Patty Robinson (Exec) and Adele Scott (Advisory Officer).

⁶ <https://www.tec.govt.nz/rove/>

⁷ <https://tepukenqa.ac.nz>

5. CONCLUSION

PPTA Te Wehengarua is concerned that:

- this programme of work is more of a rewrite and an overhaul than a refresh
- the frameworks underpinning the NZC and TMoA being reconsidered will require significant pedagogical shifts and changes to teaching and learning programmes
- the changes (and timing of the same) are not truly aligned with the NCEA change package
- the changes to NZC and TMoA are not seen as a cohesive whole
- middle leaders will bear the brunt of these changes as they seek to make sense of them for the subjects they lead.