

Te Marautanga o Aotearoa



Introduction	Te Ao Māori	Supporting quality Ako and Aromatawai
Supporting learning progress and achievement	National curriculum in reo Māori context	National Curriculum Outcomes
	Ngā Wāhanga Ako	

Te Reo Matatini and Pāngarau Sequences (Year by Year)

Ngā Wāhanga Ako (Including subjects at Years 11–13)

Te Reo Rangatira	Te Ao Māori	Pāngarau	Pūtaiao me te Hangarau	Toi Ihiihi	Waiora	Te Reo Pākehā	Ngā Reo
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Ngā Wāhanga Ako Content

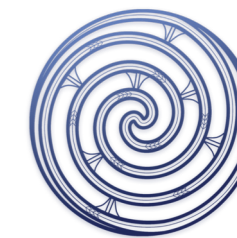
Te Iho o Te Wāhanga Ako	Whenu	Toi Mokopuna	Tūārere	Whāinga	Tohu Ako
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Tūārere

Te Ngako o te Whāinga and Te Roanga o te Kōrero

WĀHANGA AKO SEQUENCE	Phase 1			Phase 2			Phase 3		Phase 4		Phase 5		
	Years 1 Akoranga	Years 2 Akoranga	Years 3 Akoranga	Years 4 Akoranga	Years 5 Akoranga	Years 6 Akoranga	Years 7 Akoranga	Years 8 Akoranga	Years 9 Akoranga	Years 10 Akoranga	Years 11 Akoranga	Years 12 Akoranga	Years 13 Akoranga
	Te Ngako o te Whāinga Mā te Kaiako Mā te Mokopuna			Te Ngako o te Whāinga Mā te Kaiako Mā te Mokopuna			Te Ngako o te Whāinga Mā te Kaiako Mā te Mokopuna		Te Ngako o te Whāinga Mā te Kaiako Mā te Mokopuna		Te Ngako o te Whāinga Mā te Kaiako Mā te Mokopuna		
	Te Roanga o te Kōrero Te Āhua o te Mokopuna Ngā Tini Mata o te Whakaako			Te Roanga o te Kōrero Te Āhua o te Mokopuna Ngā Tini Mata o te Whakaako			Te Roanga o te Kōrero Te Āhua o te Mokopuna Ngā Tini Mata o te Whakaako		Te Roanga o te Kōrero Te Āhua o te Mokopuna Ngā Tini Mata o te Whakaako		Te Roanga o te Kōrero Te Āhua o te Mokopuna Ngā Tini Mata o te Whakaako		

Te Marautanga o Aotearoa



Te Marautanga o Aotearoa recognises that every ākonga should be supported to reach their full potential. They deserve to be immersed and gain expertise in te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori.

The redesigned curriculum is:

- Supportive of kura and Māori-medium settings to deliver on their designated or special character
- Underpinned by the Science of learning
- Knowledge rich
- Inclusive of evidence-informed teaching practices
- Internationally comparable
- Supporting the development of key learning dispositions.

What does the redesigned national curriculum framework contain?

The structure covers foundational curriculum policy and national curriculum statements. It provides coherence for all year levels. This enables kaiako to use the levels they need, noting kaiako who may have many levels in the same classes.

The national curriculum framework describes the knowledge, skills, and dispositions ākonga are expected to achieve. It outlines the progression of learning year-by-year and across five phases of learning from Year 0-13.

The foundational curriculum policies encompass:

Te Ao Māori: 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 ākonga graduate profile for kura and Māori-medium settings that underpin Wāhanga Ako.

Supporting Learning Progress and Achievement: the progression model aligned to the Science of learning. It outlines the year-by-year teaching sequence within Tūārere (five learning phases).



National Curriculum in a Māori Language Learning Context:

clear instructions for kaiako on how to plan, deliver, and review quality teaching and learning programmes that embody *Te Marautanga o Aotearoa*. These programmes are to support every ākonga to progress and achieve curriculum expectations.

Supporting Quality Ako and Aromatawai: Ako — focused on learning and teaching grounded in te ao Māori. This includes the aspirations of whānau, hapū, and iwi for the wellbeing and education of ākonga. Aromatawai — where kaiako reflect on their teaching and monitoring programme effectiveness, making sure ākonga learning needs are met. Ākonga reflect on their learning to understand how they learn best. They discover what strategies allow them to become more independent and self-directed learners. Both kaiako and ākonga understand ākonga strengths and learning challenges to set new learning goals.

National Curriculum Outcomes: clear instructions for boards, schools, and kura on how to meet their curriculum, teaching and learning, monitoring, and reporting responsibilities, as described in the Education and Training Act 2020.

Ngā Wāhanga Ako: the areas of knowledge and understanding covered, the skills and learner dispositions to be developed, and the levels of knowledge, skills, and understandings to be achieved by ākonga throughout their years of schooling.

Ngā Wāhanga Ako



Te Reo Rangatira

The reo matatini (pānui, tuhituhi, whakarongo, kōrero, mātakitaki, whakaatu) knowledge, skills, and dispositions that enable ākonga to experience educational success across the curriculum and enter chosen career pathways.



Te Ao Māori

The knowledge, skills, values, understandings, and practices that enable ākonga to make connections to, effectively participate in, and contribute to the Māori world. These extend to the wider world and its changing impact on the future of ākonga. Ākonga 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 ākonga to be numerate, solve problems, identify patterns, and apply pāngarau knowledge and skills in everyday social, economic, and cultural contexts.



Pūtaiao me te Hangarau

The scientific and technological knowledge, skills, and dispositions that enable ākonga to understand the world and respond to current and future challenges.

Within te ao Māori, pūtaiao and hangarau are integrated into a holistic understanding of the universe and humanity's place within it. Pūtaiao and hangarau are interconnected and work together in harmony. They involve innovation, problem-solving, and critical thinking.



Toi Ihiihi

The knowledge, skills, and dispositions that enable ākonga to capture and articulate the world as it was, the world that we know, and the world we want to see. These are demonstrated through the media of music, performance, and visual art. These media provide opportunities to manifest tangible and intangible capabilities of expression.



Waiora

The knowledge, skills, and dispositions that enable ākonga to care for themselves and others. These allow ākonga to thrive as healthy, connected human beings.



Te Reo Pākehā

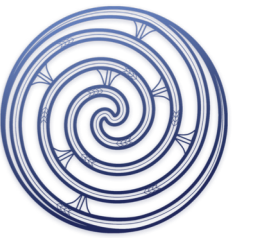
The linguistic, functional, and strategic knowledge, skills, and strategies (written, oral, and non-verbal) ākonga need to achieve linguistic competence in the English language and maximise the benefits of being bilingual.



Ngā Reo

The knowledge, skills, and strategies ākonga need to effectively communicate in an additional language and to maximise the benefits of being bilingual.

What do the Wāhanga Ako contain?



Learning Areas consist of two sections, the Content and the Year-by-Year sequence of learning.

- The content section explains the purpose of the learning area, the phases of learning, the learning objectives, and the year-by-year sequences.
- The year-by-year describe the sequence and phases of learning, alongside the teaching practices and teaching methods kaiako are encouraged to use. They focus on the concept of Ako, the Science of learning, the knowledge to be built, and the importance of transferring learning.

Wāhanga Ako set out guidance on what to teach, by when and how.

The following apply to all Wāhanga Ako:

- The content includes teaching practices and methods informed by ako and the Science of learning.
- Collectively, the statements provide a road map for learning. This road map allows different pathways to develop as all ākonga progress. There are many ways to show progression and knowledge. There are multiple chances to learn, practise, and apply learning across Wāhanga Ako and Tūārere.
- The structure is clear and coherent. It supports kaiako to understand learning across the schooling pathway. This encompasses Year 0-13, as well as further education and employment.
- Information is clearly presented to ākonga and whānau about the purpose and use of Wāhanga Ako. Whānau and ākonga will know what to expect from their kura in curriculum delivery through their learning and teaching programme, and reporting.

Kaiako can expect to see specific Wāhanga Ako content that:

- Describes the purpose and importance of the Wāhanga Ako through an Iho Statement, the Whenu, and a Toi Mokopuna descriptor.
- Details Tūārere from the knowledge, skills, dispositions, and teaching focus that sit across all the phases of learning.
- Clarifies Whāinga as the focus of learning in the Tūārere relating to each disposition and the progressions of learning.
- Sets out Tohu Ako through the specific knowledge, subject-specific skills, strategies, and processes that ākonga acquire over time. These become increasingly sophisticated year by year. Kaiako and ākonga will know what prior learning has been mastered and what next learning steps will be.

Wāhanga Ako content

Te Iho o Te Wāhanga Ako

Articulates the essence of learning within the Wāhanga Ako across all Tūārere.

Provides a clear idea of how the Wāhanga Ako contributes to the outcomes expressed by the four pou matua of *Te Marautanga o Aotearoa*.

The Wāhanga ako is structured in a way to direct kaiako to navigate key themes, knowledge, skills, dispositions, planning, teaching, learning guidance and practices.

Provides enough detail to describe future career opportunities.

Whenu

Describes the specific topic or subject knowledge, and associated subject-specific skills, strategies, and processes within a Wāhanga Ako that mokopuna will develop.

Toi Mokopuna

Dispositions speak to the character, attitudes, or qualities of the mokopuna, their “being”. These dispositions describe the “why” of learning.

Describes the dispositions of a Wāhanga Ako that bring the four pou matua to life.

The underpinning knowledge and skills for each disposition will be unpacked through the Tohu Ako.

Toi Mokopuna are expressed through a holistic view of ākonga learning and development. It is encompassed by four core ākonga-centred dispositions:

- **Te mokopuna hei uri whakaheke** having the cultural and linguistic confidence and ability to contribute as Māori in a global world.
- **Te mokopuna hei puna kōrero** being able to communicate and use the intrinsic higher order thinking that allows mokopuna to engage with and evaluate ideas.
- **Te mokopuna hei tangata** having valued social, emotional, and cognitive capabilities, attributes, and behaviours, being able to promote and develop Māori capital; and
- **Te mokopuna hei ākonga** being able to develop a range of learning strategies and literacies for the 21st century.

Tūārere

Provides a coherent framework for school and classroom teaching and learning programmes.

Contains an explanation of the Whāinga, what kaiako focus on, and why that is important.

Describes the knowledge and teaching and learning foci that sit across all the Wāhanga Ako for each learning phase.

Kaiako, ākonga, and whānau will know what prior learning has been mastered and what next learning steps will be.

Within each Tūārere there will be outcomes for each year level.

Whāinga

Describes the focus of learning in each Tūārere relating to each disposition.

Details learning progression.

When all Tūārere are complete, the Whāinga cumulatively realise the disposition described in the Toi Mokopuna and Tūārere.

Tohu Ako

Describes the specific knowledge and topics, and associated subject specific-skills, strategies, and processes that mokopuna will develop. The knowledge and skills to be taught are carefully sequenced as progressions across year levels and Tūārere so there is coherence across Wāhanga Ako and Tūārere. This progression specifies the essential learning for each year level and across each Tūārere.

Describes research-based, timebound, critical knowledge or skills across each Tūārere. Referred to as “Kia Mataara”, these are essential for future learning success. The timeframe is determined by

the learning specific to the Wāhanga Ako. To be used if there is an “alert” to give about what that critical knowledge is.

Te Ngako o te Whāinga

Details for kaiako, the specific knowledge and skills mokopuna will learn within each Whāinga.

Provides explicit guidance for kaiako to support ākonga learning so they can support ākonga to achieve these.

Te Roanga o te Kōrero

Fully unpacks the knowledge and skills embedded in the Whāinga across each Tūārere for mokopuna in relation to the five aspects of Ngā Tini Mata o te Whakaako.

Supports kaiako with planning their teaching and learning and aromatawai programmes.