



Pāngarau Years 0-8

What you told us and how we responded

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Purpose of this report

The national curriculum is made up of two curriculum documents, The New Zealand Curriculum and Te Marautanga o Aotearoa (used by kura and Māori medium settings teaching in te reo Māori).

Te Marautanga o Aotearoa (TMoA) 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.

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.

Te Marautanga o Aotearoa is being redesigned using a Māori-centred approach that is cognisant and consistent with government priorities and with the central position of Māori language and culture and the aspirations of whānau, hapū, and iwi for education delivered in te reo Māori.



The redesigned Te Marautanga o Aotearoa (including all eight wāhanga ako and the overarching framework) will be required teaching from the beginning of 2027. These wāhanga ako will be developed and released in phases with Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 the first to be required in schools and kura and taught from Term 1, 2025.

In August and September 2024, we asked the education sector for feedback on the draft Pāngarau Years 0-8 wāhanga ako content.

This report summarises what we heard, and the actions we took to respond to that feedback.

Developing the Pāngarau Wāhanga Ako

Te Marautanga o Aotearoa is supportive of kura and Māori medium settings to deliver on their designated or special character, underpinned by the science of learning, is knowledge-rich, inclusive of evidence formed teaching practices, clear and easy to use, internationally comparable, and supports the development of key learning dispositions.

The redesigned Pāngarau wāhanga ako curriculum content has been developed by the Pāngarau Writing Group whose members are:

Dr Pania Te Maro	Lead Writer Associate Professor Massey University Associate Director Māori, senior researcher in education with a focus on kaupapa and mātauranga Māori.
Moko Cooper	Wharekura Pou Kaiako Y13 Te Kura- a-Iwi o Whakatapuranga Rua Mano
Ana Rīki	Māori medium PLD facilitator Auckland University
Professor Tony Trinick	Professor Faculty of Education and Social Work, University of Auckland. Research focus curriculum development in Indigenous contexts, including ethnomathematics, student achievement, bilingualism and bilingual education.

Throughout the writing, development, and consultation process, the Education Review Office have provided independent quality assurance. Draft materials have also been provided to selected kura who have supported the feedback process. The design of other indigenous curriculums and jurisdictions have also been considered in the design of Te Marautanga o Aotearoa.

This has contributed to the development of a curriculum designed to support tumuaki and kaiako to lift achievement and success for our ākonga.

Who we consulted with

The consultation was open to all sector stakeholders – kura, kura hapori, peak bodies, national organisations, subject associations, advisory groups, whānau, hapū, and iwi.

In September, we invited all sector stakeholders with an interest in the Te Marautanga o Aotearoa redesign, and Pāngarau, their insights and feedback to jointly progress the draft wāhanga ako content as it is brought to life in every school and kura from 2025.

We provided support for kura and kura hapori to engage with the draft wāhanga ako and to discuss it within their communities. A survey was also available to capture the voice of kura and kura hapori.

Our survey feedback was independently analysed and reported back to us by the New Zealand Council for Educational Research (NZCER). Analysis of feedback from our kanohi ki te kanohi and online engagements was delivered by Core Education.

What we heard

Positives of the Redesigned Wāhanga Ako

- 1 Clarity of Ngā Pou Matua and Ngā whenu simplifying connections between learning objectives and subject content.
- 2 Clarity and organisation of the whāinga within each tūārere.

Response to feedback

- 3 A review across Tūārere progressions to ensure levelling, particularly at Tūārere 1 - 3.
- 4 Review of kupu use, aligned to Paekupu, and expanded glossary and consistency of design presentation
- 5 Clearer guidance for aromatawai practices.
- 6 Support for mokopuna with diverse learning pathways.

What we heard: Positives of the redesigned Wāhanga Ako

- 1 Clarity of Ngā Pou Matua and Ngā Whenu simplifying connections between learning objectives and subject content.
 - › the connections and links between Pou Matua, Toi Mokopuna and Whenu have been further clarified within a diagram, providing a visual prompt.
 - › Toi Mokopuna remain the focus of learning across the phases and provide clarity for Kaiako and mokopuna about the purpose of the knowledge, skills, understandings and learning experiences embedded in each Whenu.

- 2 Clarity and organisation of the whāinga in each tūārere
 - › language has been refined to align with other Wāhanga Ako.
 - › layout now supports vision over years 0-3, with progressions explicitly exemplified to link prior learning to present and beyond and to support Kaiako with multi-level classrooms.
 - › Simple, clear language has been employed to help kaiako to understand the content and progressions more easily. This simplicity will be especially helpful for beginning kaiako, as it simplifies both teaching and planning.

What we heard: How we responded

- 3 Clarity and levelling particularly at Tūārere 1 – 3 strengthens progression guidelines
 - › a review of levelling focussing on expectations, particularly for Tūārere 1 has been informed by feedback, this spans Years 0-3
 - › Refinements have been made to content, language and sequence to support learning progressions in Number, Statistics, Geometry and Probability.
 - › Learning strategies provided will support implementation, these are specified by Tūārere within Hei Tautoko i te Ako. Ngā tini mata o te Ako added in Tūārere 1 will support early foundational learning in Pāngarau.
 - › Te Roanga o te Kōrero has been refined to provide a clearer structure and content to support kaiako with clarity on progressions within the Whāinga and how they can be applied in multi-level classrooms where mokopuna are at multiple stages of learning.

- 4 Review of kupu use, aligned to Paekupu, and expanded glossary and consistency of design presentation
 - › word lists have been added to explicitly position the language of Pāngarau for Kaiako and mokopuna by Tūārere.
 - › the lead writers suggest a review of the Paekupu as a future activity to keep up with the new language of Pāngarau.

5 Clearer guidance for aromatawai practices

- › clarification of the principles of aromatawai, suggested strategies for monitoring and assessing and advice on strengthening aromatawai practices for learning are included to support Kaiako.
- › Links to Te Pūāwaitanga Harakeke: Te Tūāpapa o te Aromatawai have been included supporting the reciprocal nature of Ako me te Aromatawai. Mō te Ako, ō te Ako.
- › The sequencing and examples were seen as helpful in assessing student progress.

6 Support for mokopuna with diverse learning pathways

- › Support for Kaiako to ensure the full potential for neurodiverse and physical diverse needs; including instructional strategies, advice on classroom environments, and tailoring the learning environment to meet needs of each mokopuna. Advice on whānau engagement and reflection and adaptation will further support kaiako to create strength-based approaches for all learners.
- › The framework is structured in a way that ensures learning needs are addressed before progressing, which supports diverse learning pathways.
- › Concerns about inclusivity for diverse learning needs has meant that, in places, language has been adjusted to make the intent clearer.

Where to find content, guidance, and resources

The redesigned Pāngarau wāhanga ako can be found on **Tāhūrangi | the Online Curriculum Hub:** [Te Marautanga o Aotearoa](#).

A range of guidance and resources are being developed to support the implementation of the revised Pāngarau learning area. These will be released progressively over time.

Timeframes

The new Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 content will be required for use from Term 1 2025. But our work to jointly progress the content with you won't stop there. We know you'll have important insights and experiences to share with us as you bring the content to life in your classrooms.

Kaiako in Years 7-13 for Te Reo Rangatira and Years 9-13 for Pāngarau can expect to see drafts of this material in Term 4 2024 for feedback through until Term 1 2025.

At the end of 2025, the Minister of Education will issue the full Years 0-13 Te Reo Rangatira and Pāngarau curriculum for required use in 2026. This will incorporate any amendments for Years 0-6 Te Reo Rangatira and Years 0-8 Pāngarau in response to feedback we receive from you during 2025.

Later in 2025, other learning areas (Pūtaiao me te Hangarau, Waiora, Toi Ihiihi, Te Ao Māori, Ngā Reo and Te Reo Pākehā), and the overall curriculum framework for Te Marautanga o Aotearoa will be available for schools to use, refine, test, and provide feedback throughout 2026. This gives schools and teachers a full year to explore and get familiar with the framework and the learning areas before they are officially required in Term 1 2027.



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



Te Poutāhū
Curriculum Centre



**Te Kāwanatanga
o Aotearoa**
New Zealand Government