



Pāngarau Years 0-8

What you told us and how we responded

Contents

Purpose of this report.....	1
Developing the Pāngarau wāhanga ako.....	2
Who we consulted with.....	3
What we heard.....	3
What we heard: positives of the redesigned wāhanga ako	4
What we heard: how we responded.....	4
Where to find content, guidance, and resources	6
Timeframes	6

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 incorporates a vision and principles for the revitalisation of te reo Māori, and advances educational excellence and success for every mokopuna in kura 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. It 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.

The curriculum is being redesigned using a Māori-centred approach consistent with the aspirations of whānau, hapū and iwi for education delivered in te reo Māori.¹



1. A Māori-centred design and engagement approach is based on Māori principles that acknowledge te reo Māori, te ao Māori, mātauranga Māori, and Māori Data Sovereignty as foundational. This approach demonstrates genuine partnership in the redesign of *Te Marautanga o Aotearoa* that is for Māori, with Māori and by Māori.

The redesigned *Te Marautanga o Aotearoa* (including all eight wāhanga ako and the overarching framework) will be required to be taught 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 being required in kura and schools 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. The redesign is focused on developing a curriculum that is underpinned by the science of learning, knowledge-rich, inclusive of evidence-formed teaching practices, clear and easy to use, internationally comparable, and that supports the development of key learner dispositions.

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

Dr Pania Te Maro	Lead Writer: Associate Professor, Massey University Senior researcher in education with a focus on kaupapa and mātauranga Māori
Moko Cooper	Wharekura Pou kaiako, Y13 Te Kura-ā-Iwi o Whakatupuranga 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 on curriculum development in indigenous contexts, including ethno-mathematics, student achievement, bilingualism and bilingual education

Throughout the writing, development, and consultation process, the Education Review Office (ERO) provided independent quality assurance. Draft materials have also been provided to selected kura who supported the feedback process. The design of other indigenous curricula 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 progress, achievement, and success for mokopuna learning through te reo Māori.

Who we consulted with

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

In September 2024, we invited all sector stakeholders with an interest in the *Te Marautanga o Aotearoa* redesign, and Pāngarau, to provide their insights and feedback to jointly progress the draft wāhanga ako content as it is brought to life in every kura and Māori medium setting from 2025.

We provided support for kura and hapori kura 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 Tātai Aho Rau Core Education.

What we heard

Positives of the redesigned wāhanga ako

- 1 Clarity of Ngā Pou Matua² and Ngā Whenu³ simplifying connections between learning objectives and subject content.
- 2 Clarity and organisation of the Whāinga⁴ 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 support needs.

2. Pou Matua represent the personal, cultural, social, and educational outcomes for mokopuna and together these uplift and give prestige to mokopuna, embracing the rich knowledge and skills endowed by their whānau, hapū, and iwi. Pou Matua promote a holistic view of learning and development.
3. Whenu describe the key learning topics or subjects within a wāhanga ako.
4. Whāinga describe the focus of learning in each Tūārere (phase), relating to each whenu.

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 Mokopuna⁵ 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 and dispositions, 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 focusing 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 Whakaako⁶ 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 Paekupu as a future activity to keep up with the new language of Pāngarau.
5. Toi Mokopuna describe the learner dispositions relevant to a wāhanga ako that exemplify the four pou matua.
6. Ngā Tini Mata o te whakaako describe four essential learning practices that help teachers to understand how mokopuna learn, and what they need to do to facilitate and consistently support learners to gain positive and successful learning outcomes. They outline pedagogical principles and evidence-informed approaches to teaching and learning from a kaupapa Māori perspective.

5 Clearer guidance for aromatawai practices

- › Guidance for kaiako on aromatawai practices has been included within the Iho section of the wāhanga ako.
- › The sequencing and examples were seen as helpful in assessing mokopuna progress.

6 Support for mokopuna with diverse learning support needs

- › Guidance has been included for kaiako to support mokopuna with diverse learning needs in the Iho and Hei Tautoko i te Ako sections of the wāhanga ako. This includes those using assistive technologies.
- › 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 is being developed to support the implementation of the revised Pāngarau wāhanga ako. These will be released progressively over time.

You'll find information about the latest resources and supports available here: [Supports for implementing curriculum and assessment changes](#).

For Rangaranga Pāngarau, packages of resources will be made available at the beginning of Term 1, 2025 to support the Pāngarau wāhanga ako for Years 0-8. There is also information within the Te Paerangi Kaiako 4 (teacher-only day 4) exploring key pāngarau collections that you may wish to download or order: [Te Paerangi Kaiako 4 \(education.govt.nz\)](#). Other resources are in development.

Registrations open for Pāngarau PLD in Term 1, 2025 with delivery in Term 2, 2025. PLD will be delivered by skilled facilitators to unpack the new curriculum, provide expert learning around new pāngarau and maths content, and support use of learning progressions to understand mokopuna progress. This will be backed by local support from the Ministry's regional Curriculum Advisory Service.

Kura and Māori medium settings can schedule their dedicated two Pāngarau curriculum days for 2025. Targeted supports for accelerated learning in maths and pāngarau will be available from Term 2, 2025. Additional resources and guidance are also in development.

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 early 2025 for feedback.

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

Later in 2025, other wāhanga ako (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 kura and Māori medium settings to use, refine, test, and provide feedback throughout 2026. This gives kura and Māori medium settings a full year to explore and get familiar with the framework and the wāhanga ako before they are officially required in Term 1, 2027.



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



**Te Kāwanatanga
o Aotearoa**
New Zealand Government