Te Tāhuhu o te Mātauranga
Ministry of Education

Te Poutāhū
Curriculum Centre

Technology Learning Area Years 0–10

28 October 2025

Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning

We're pleased to release the draft curriculum content for the New Zealand Curriculum Years 0–10 Technology.

Consultation is now open on the draft curriculum content for the New Zealand Curriculum Years 0–10 Technology Learning Area. The content is now available here.

This information sheet outlines what you will notice across the learning area, as well as providing the high-level engagement timeline.

Key things to note:

- Technology will support the next generation of innovators and entrepreneurs, teaching students to be makers, creators and innovators, not just consumers of technology.
- The draft Technology learning area provides a clear year-by-year teaching sequence so that all students get a great technology education through to Year 10. Engaging students early in the excitement and opportunities of technology sets them up well to go onto further study in a range of innovative subjects, opening up pathways to a range of careers.
- As students progress through Technology, they deepen their understanding of how innovation can benefit from interaction across cultures, including te ao Māori, to inform technological practices, processes, and innovations. Influential technologists, designers, and inventors are included to emphasise the human stories behind technology.
- Digital technology remains a dedicated strand in the learning area, including teaching and learning about Artificial Intelligence (AI) as part of growing future-focussed literacies.
- Technology will continue to support teaching of practical food preparation skills and knowledge and practices relevant to food technology, with opportunities to connect to learning on nutrition in the Health & Physical Education learning area.
- Some flexibility is offered in Years 9–10 to support schools in providing knowledge strands in Technology, so students continue to have some choice over what they study in Year 9 or Year 10.

What you will notice across all learning areas

UKD Change — in earlier versions of English and Mathematics and Statistics the Understand, Know and Do components had been woven together within the Progress Outcomes. In the updated versions and across all learning areas these concepts of understanding, knowledge and practice are strengthened, while the terms Understand, Know and Do are no longer explicitly referred to in the curriculum.

Purpose Statement — describes why the learning area is important and how it contributes to a student's education. It captures the enduring big ideas that students develop understanding of over the years and sets out the context for teaching and learning programmes.

Learning Area Structure — defines the knowledge strands used as the major organisational components within the learning area. It lays out how the related knowledge and practices are grouped into distinct areas of disciplinary focus.

Introduction — presents the increasingly sophisticated journey of the learning area as the knowledge and practices unfold across Years 0–10. It describes the evolving role of teachers and the different emphasis of teaching and learning programmes across the different year levels.

Year-by-year teaching sequence — organised through the knowledge strands, sets out the knowledge and practices to be taught each year. Together, the knowledge and practice statements support students to build deep understanding and fluency in each learning area.

Through engaging with the disciplinary knowledge and practices of the learning areas, students develop capabilities essential for lifelong learning.

What you will notice in Technology

Technology has one knowledge strand for Years 1–6, four knowledge strands for Years 7–8, and four knowledge strands in Years 9–10 as detailed below.

Design, Make, and Innovate (Years 1–6)

- Students will be introduced to the ways everyday objects are made and why they matter.
- They will learn that all made objects start with an idea and that design involves planning, testing, and improving.
- Making is hands-on and creative, using natural, processed, and recycled materials to create simple outcomes.
- Students will explore how materials and ingredients behave and how choices affect people and the environment.
- Computational thinking is introduced through clear, step-by-step instructions and simple algorithms.
- Digital technologies begin in Year 6; prior to this, all knowledge and practices can be covered with or without the use of digital devices.

Design and Innovation (Years 7–8)

- Students will engage in more rigorous design processes, responding to authentic needs and contexts.
- They will learn to apply design principles and frameworks, justify choices, and evaluate outcomes against specifications.
- Collaboration and stakeholder input become central to planning and refining ideas.

- Students consider ethical, cultural, and environmental implications of design decisions.

Materials and Ingredients (Years 7–8)

- Students will deepen their understanding of material properties and ingredient attributes.
- They will learn how composition and structure affect performance and sustainability.
- Practical work includes selecting, processing, and combining materials or ingredients to create fit-for-purpose outcomes.
- Biotechnology and food technology are introduced through controlled processes like fermentation.

Systems and Control (Years 7–8)

- Students will explore mechanical, electrical, and digital systems and how components interact.
- They will learn about inputs, outputs, feedback, and control loops, and represent systems using standard symbols.
- Practical tasks include building simple circuits, integrating sensors, and testing mechanisms for reliability.

Digital Technologies (Years 7–10)

- Students will develop computational thinking skills, including algorithms, loops, and conditions.
- They will learn how data is represented, organised, and visualised and how interfaces support usability.
- Programming begins with simple logic and progresses to creating interactive outcomes using microcontrollers and digital tools.
- Students will consider security, ethics, and the impact of AI on people and society.

Spatial and Product Design (Years 9–10)

- Students will apply design thinking to create innovative products and spaces that meet user needs.
- They use technical drawing and CAD tools to model, test, and refine ideas.
- Anthropometric data and usability principles guide ergonomic and inclusive design decisions.
- Lifecycle and sustainability considerations shape design choices.

Materials and Processing Technology (Years 9–10)

- Students will work with hard (resistant) and soft (textile) materials, applying advanced tools and techniques.
- They will explore processing technologies in food and biotechnology, considering cultural and environmental impacts.
- Practical tasks include designing and making outcomes that meet complex briefs, using evidence-based decisions.

Electronics and Mechatronics (Years 9–10)

- Students will design and build systems that integrate mechanical, electronic, and digital components.
- They will apply systems thinking to analyse inputs, outputs, and feedback, and use logic gates for control.
- Practical work includes soldering, programming microcontrollers, and testing automated responses.

Computer Science (Years 9–10)

- Students will learn how algorithms, data structures, and Boolean logic underpin digital systems.
- They will design, test, and debug programs using structured steps and modular approaches.
- Advanced topics include file handling, efficiency, and ethical considerations in AI and automation.

In Years 9 and 10 students must be taught at least two of the five knowledge strands each year.

Technology is acknowledged and celebrated as a human enterprise through the inclusion of some influential technologists, designers, and inventors within the teaching sequences.

To support students to access all relevant knowledge and practices within the teaching sequences we have included illustrative examples demonstrating the range of materials, tools, equipment, and experiences appropriate to each year group.

Engagement and Timeline

The Years 0–10 NZC draft curriculum is now available, and we welcome your feedback on this content during our consultation through to Friday, 24 April 2026. By drawing on the expertise of teachers, principals, education professionals, academics and associations, we aim to strengthen student progress and achievement. Your insights are central to this and will help shape curriculum content that is clear, structured, evidence-based, and grounded in the science of learning.

Following consultation the draft content will be finalised, with formal release of the updated curriculum content planned for mid-2026. Technology will become required teaching in:

- Years 9–10 from the start of 2027
- Years 0–8 from the start of 2028.

Online feedback forms are available on Tāhūrangi here.

Schools and kura will also be invited to participate in the in-class testing of the Years 0–10 NZC learning areas and wāhanga ako during Term 1, 2026. More information on how to take part will be shared later in Term 4, 2025.

The Refreshed National Curriculum

2025	2026	2027	2028	2029	2030
English and Te Reo Rangatira 0–6 and Mathematics and Statistics and Pāngarau 0–8 required to be used	English and Te Reo Rangatira 0–10 and Mathematics and Statistics and Pāngarau 0–10 required to be used All learning areas, wāhanga ako and curriculum frameworks available. Encouraged use of all Year 9 content	Full curriculum required to be used for Years 9–10 For Years 0–8 use requirements are extended to include Science and Pūtaiao, Social Sciences and Te Ao Māori, Health & Physical Education and Waiora	All Years 0–11 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0–12 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0–13 learning areas, wāhanga ako and curriculum frameworks required to be used
English 0–6	English 0–10	English 0–10	English 0–11	English 0–12	English 0–13
Te Reo Rangatira 0–6	Te Reo Rangatira 0–10	Te Reo Rangatira 0–10	Te Reo Rangatira 0–11	Te Reo Rangatira 0–12	Te Reo Rangatira 0–13
Mathematics and Statistics 0–8	Mathematics and Statistics 0–10	Mathematics and Statistics 0–10	Mathematics and Statistics 0–11	Mathematics and Statistics 0–12	Mathematics and Statistics 0–13
Pāngarau 0–8	Pāngarau 0–10	Pāngarau 0–10	Pāngarau 0–11	Pāngarau 0–12	Pāngarau 0–13
		Science 0–10	Science 0–11	Science 0–12	Science 0–13
		Pūtaiao 0–10	Pūtaiao 0–11	Pūtaiao 0–12	Pūtaiao 0–13
		Social Sciences 0–10	Social Sciences 0–11	Social Sciences 0–12	Social Sciences 0–13
		Te Ao Māori 0–10	Te Ao Māori 0–11	Te Ao Māori 0–12	Te Ao Māori 0–13
		Health & Physical Education 0–10	Health & Physical Education 0–11	Health & Physical Education 0–12	Health & Physical Education 0–13
		Waiora 0–10	Waiora 0–11	Waiora 0–12	Waiora 0–13
		The Arts 9–10	The Arts 0–11	The Arts 0–12	The Arts 0–13
		Toi Ihiihi 9–10	Toi Ihiihi 0–11	Toi Ihiihi 0–12	Toi Ihiihi 0–13
		Technology 9–10	Technology 0–11	Technology 0–12	Technology 0–13
		Hangarau 9–10	Hangarau 0–11	Hangarau 0–12	Hangarau 0–13
		Learning Languages 9–10	Learning Languages 0–11	Learning Languages 0–12	Learning Languages 0–13
		Ngā Reo 9–10	Ngā Reo 0–11	Ngā Reo 0–12	Ngā Reo 0–13
		Te Reo Pākehā 9–10	Te Reo Pākehā 0–11	Te Reo Pākehā 0–12	Te Reo Pākehā 0–13