

# The shifts from NZ Curriculum (2007) to Te Mātaiaho (2023)

When starting to explore and unpack Te Mātaiaho – the refreshed curriculum, it helps to think about the shifts in structure, principles of design and approach to learning and teaching.

This table highlights some of the shifts and key differences between the two documents. As you explore Te Mātaiaho further you can consider what other similarities and differences there are between the two frameworks and add them to these lists? How would you answer these questions?

- What is different and why?
- What do we already do well that reflects Te Mātaiaho?
- What is new to understand about the learning that matters for every ākonga?
- What changes do we need to make in our practice/s and planning?
- How will we make this happen at our school or kura?



## New Zealand Curriculum (NZC, 2007)



Treaty of Waitangi is first mentioned on p6 under purpose and scope.

It is listed as a principle on pages 6 and 7.

Mātauranga Māori often a secondary consideration when making choices about curriculum content - added on.

Teachers and schools have discretion to design local curriculum - what is taught.

Local choice and discretion in pedagogy and approach - how the curriculum is taught.

Curriculum levels are represented as overlapping.

Progress by learners through the eight curriculum levels.

Levelled Achievement objectives (AOs).

Assumed teacher skills in assessment and curriculum design.

Assumed skills for learners and teachers.

## Te Mātaiaho (2023)



Te Tiriti o Waitangi is first mentioned in the Introduction: “Te Mātaiaho is designed to give effect to Te Tiriti o Waitangi and to be inclusive of all ākonga”.

Te Tiriti o Waitangi named as foundational Mātaurangi | Guiding Whakapapa (p8).

Mātauranga Māori is the starting point for curriculum design and to be considered from the beginning of the learning design process.

Te Mātaiaho details the learning that matters for all ākonga. This is woven through your Local Curriculum.

Common Practice Model details expected pedagogies and practices, and provides clear expectations for all teachers.

Phases of Learning are conceived as ‘end-on-end’.

All learners must have the opportunity to experience the content and concepts within each phase of learning (p18).

Understand - Know - Do model is consistent across all learning areas.

Progress outcomes and progressions

Progress steps for English and Maths

Emphasis on importance of progress and explicit teaching.

Assessment for learning to be very explicit.

Focus on learning and brain science, and recognition of cognitive load.