



The Ministry is two years into a six-year programme to refresh The New Zealand Curriculum.

Te Mātaiaho, the refreshed curriculum will support every ākonga (learner) to experience success in their learning. It will give effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13.

The refreshed curriculum is being developed and released in phases, and schools will have until the beginning of 2027 to start using the fully refreshed curriculum.

Fendalton School has been keeping pace with the refreshed curriculum, engaging with opportunities for professional development through Ministry and Kāhui Ako initiatives. The first stage of the refresh took effect at the start of this year and new Aotearoa New Zealand Histories content is now required to be taught in all schools.

We have designed this pamphlet to give our Fendalton School community an overview of Te Mātaiaho, and to illustrate how the whakapapa of Te Mātaiaho, aligns with our own foundation, core values and beliefs.

# Fendalton School

**News flash**  
**Starting July 3**



# What's different from the existing curriculum?

Te Mātaiaho, the refreshed NZ curriculum includes:

- the whakapapa of Te Mātaiaho
- Mātaitipu | vision for young people – this was written by young people
- a purpose statement to ensure equity and inclusion for all ākonga.

Mātauranga Māori will sit at the heart of the learning areas, with key competencies, literacy, and numeracy explicitly woven into each learning area.

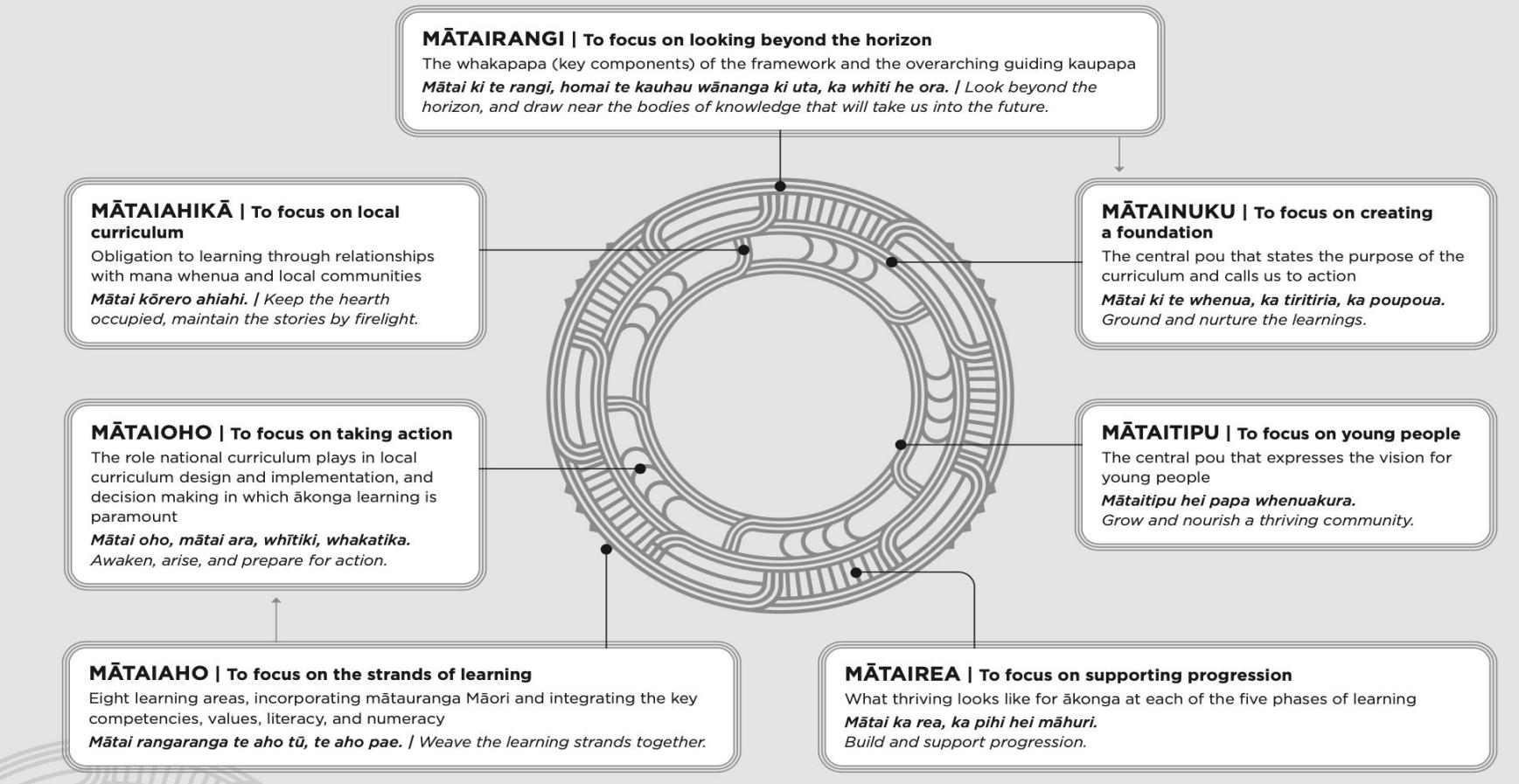
This will help ākonga understand a dynamic and evolving knowledge system unique to Aotearoa.

The refreshed curriculum will be progression-focused, rather than outcomes-focused.

Curriculum levels and achievement objectives will be replaced with five phases of learning: Y1-3, Y4-6, Y7-8, Y9-10 and Y11-13

# Whakapapa of Te Mātaiaho

The image below represents the whakapapa for the refreshed New Zealand Curriculum framework.



# Mātaitipu

**“We are connected to community, curious about learning, and confident in ourselves.”**

We, the ākonga of Aotearoa, know our world is connected, our wellbeing is collective, and that we have a shared responsibility to each other.

We understand our roles in activating Te Tiriti o Waitangi.

We are strong in our identities, languages, cultures, beliefs, and values. This means we can confidently carry who we are wherever we go.

We have a strong sense of belonging. This builds the foundation to be courageous, confident, compassionate, and curious. We understand that success can look different for us all. This means we can learn and grow from our experiences in a supportive environment.

We engage in learning that is meaningful to us and helps us in our lives. We can build and navigate knowledge, using our heads and our hearts to make our decisions.

We are kaitiaki of our environment.

We accept, acknowledge, and appreciate our differences and diverse backgrounds and viewpoints.

We positively contribute to our communities, Aotearoa, and the world.

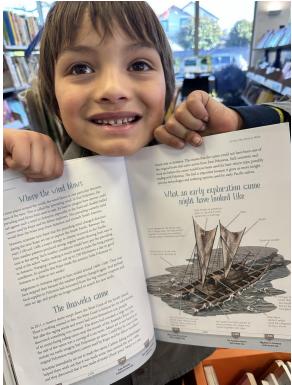
## Vision for young people

*This Vision was written by young people for young people  
(process of community consultation over recent years)*

Because ākonga (learners) are at the centre of education, their aspirations for themselves as learners matter. Ākonga need to feel the curriculum is relevant and to see themselves reflected in what they are learning.

*Mātaitipu hei papa whenuakura.  
Grow and nourish a thriving community.*

# Mātairangi



## To focus on looking beyond the horizon (vision)

The curriculum takes its direction from Te Tiriti o Waitangi and its principles, particularly its provision for the active protection of taonga (treasures), including te reo Māori, tikanga Māori (protocols, values), and mātauranga Māori, and for fair and equitable educational processes and outcomes for Māori and for all ākonga. New Zealand's vision for education affirms the importance of inclusive, equitable, and connected learning that achieves advances for all ākonga.

*Mātauranga Māori: Māori knowledge - the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices.*

*Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.*

*Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future*

# Mātainuku



## Creating a foundation

The curriculum broadens the view of success by recognising the close relationship between achievement and wellbeing, and it underlines the importance of setting and supporting high expectations for ākonga (learners), enabling all to learn and excel. It aims to transform educational inequities for Māori, giving prominence to mātauranga Māori and te reo Māori.

*Māta ki te whenua, ka tiritiria, ka poupoua.  
Ground and nurture the learnings.*

# Mātairea



## Supporting Progress

The curriculum starts with the premise that all ākonga are taonga who achieve their potential.

There is critical learning in every phase of the schooling progression. Kaiako (teachers) need to adapt their practice so that āknoga pace and progress are cumulative through the pathway and they can excel.

*Mātai ka rea, ka pihī hei māhuri.  
Build and support progression.*

# Mātaiaho

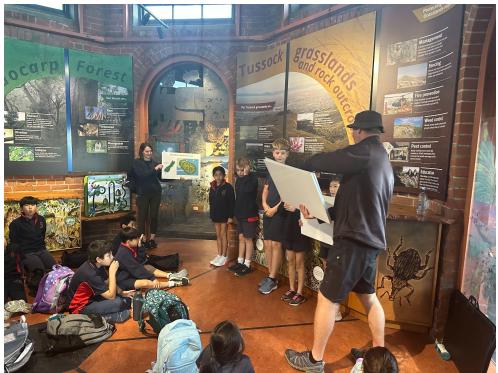


## Weaving learning within and across learning areas

The curriculum helps ākonga build and navigate knowledge in ways that support their positive contributions to the world. Through the Understand, Know, Do, structure and progress outcomes of the eight learning areas, it ensures they have access to a breadth of knowledge.

*Māta i rangaranga te aho tū, te aho pae.  
Weave the learning strands together.*

# Mātaioho



## School curriculum design and review

Schools use the national curriculum to design a rich and meaningful school curriculum with progress and pace at the heart of the design and in local partnerships with akonga, whanau, tangata whenua, and the wider community.

*Mātaioho, mātaia, whitiki, whakatika.  
Awaken, arise, and prepare for action.*

# Mātaiahika



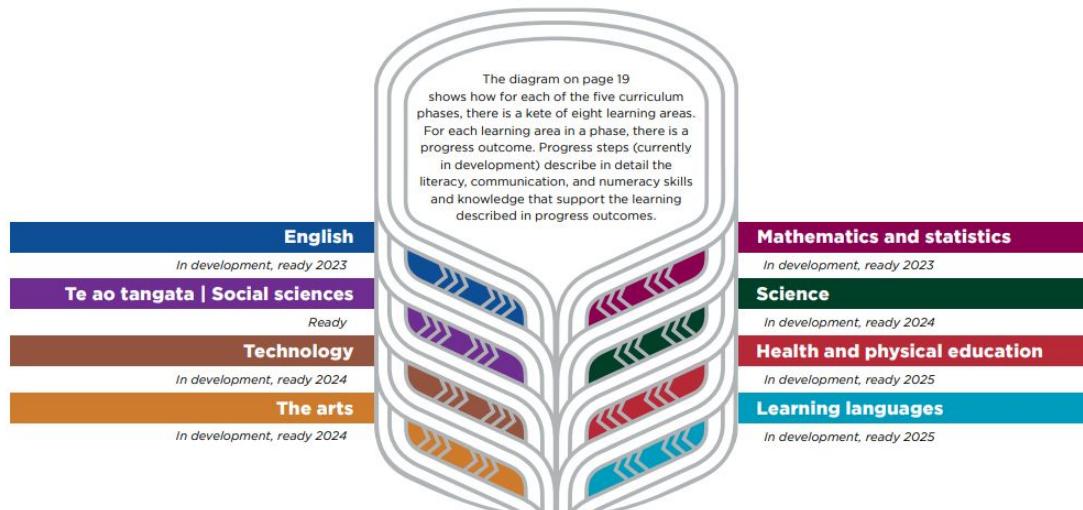
## To focus on local curriculum

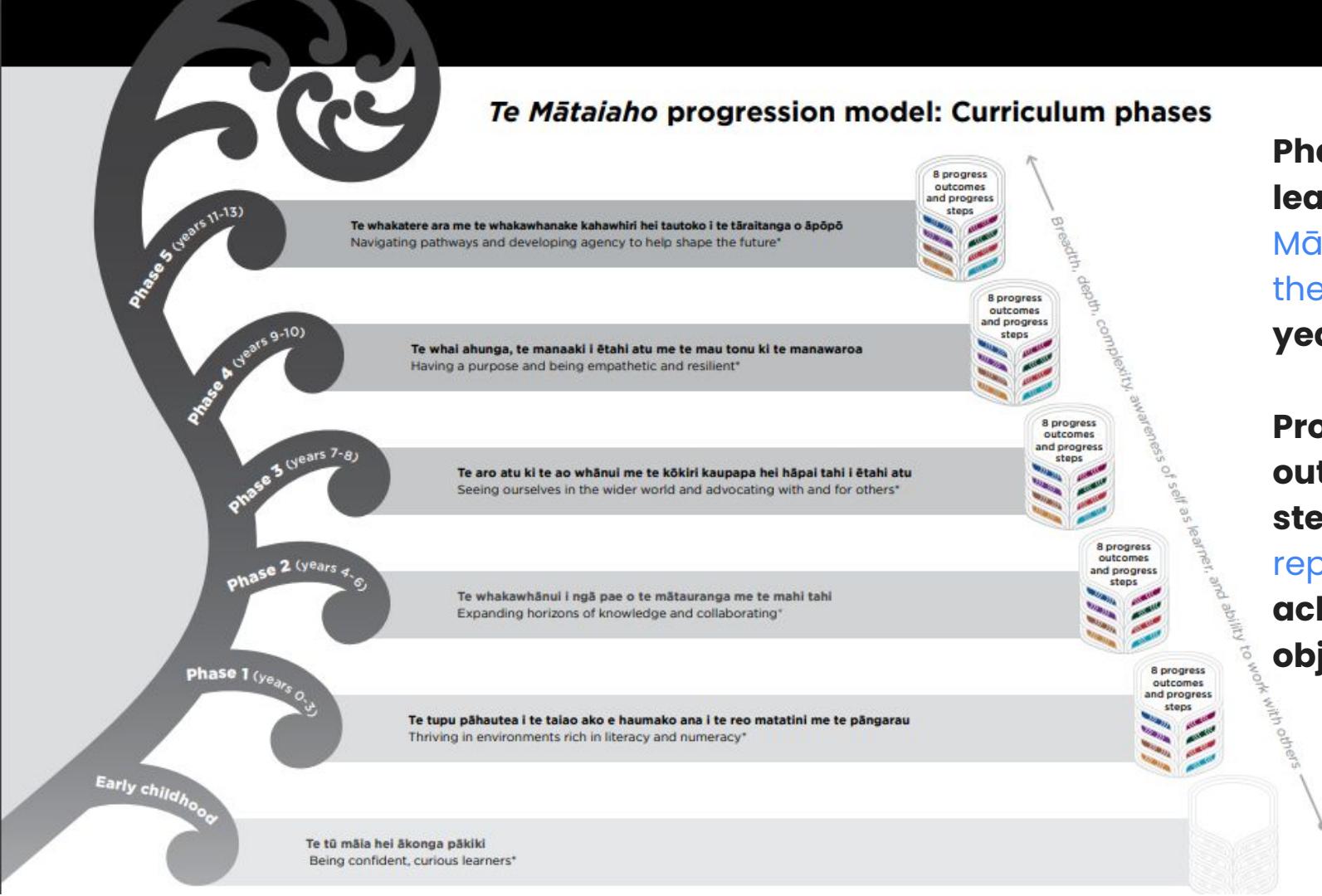
Mutually beneficial partnerships with whānau, with tangata whenua as kaitiaki of the local area (rohe), and with the wider community foster connections to place and develop understandings about the world that ākonga can act on in their own rohe to support their learning. They also create opportunities for learning that is responsive to important events and situations (local, regional, national, and global) impacting the rohe.

*Māta kōrero ahiahi.  
Keep the hearth occupied, maintain the stories by firelight*

# 5 Phases of Learning...

- Each phase has a kete of 8 Learning areas.
- Each learning area has 1 Progress outcome in each phase. (5 in total)
- Each Progress outcome describes what ākonga should Understand, Know and Do at each phase of learning.
- More granular Progress steps describe the literacy & communication and numeracy that support the learning described in the Progress outcomes
- 40 Progress outcomes replace 800 achievement objectives.





**Phases of learning in Mātairea replace the curriculum years & levels**

**Progress outcomes and steps in Mātaiaho replace the achievement objectives**

Thank you for engaging with the changes happening in education and Te Mātaiaho (refreshed NZ curriculum).

This is important change for us as educators and also for you as parents and whānau supporting your tamariki (children) on their educational journey.

Early in term 3 we will be sending out a survey with a range of opportunities for further engagement and consultation. From the survey we will identify the opportunities that will work best for the community and then offer other options for learning more as parents and whānau.

Ngā mihi nui

The board and leadership team of Fendalton Open-air School