



# Authentic Curriculum

Vision
Perspectives and partnerships
Leadership of change
Collaborative approach to teaching and learning
Meaningful student involvement
Cultural sustainability
Authentic curriculum
Space and resources
Monitoring impact on well-being and learning

Aspirational and truly authentic curriculum will align with the New Zealand Curriculum and/or Te Marautanga o Aotearoa, honour the bicultural heritage of Aotearoa and be localised, inclusive and flexible, in order to meet the varied needs of the ākonga in your school. An authentic curriculum will provide multiple pathways for ākonga to experience success and to see themselves represented so it is relevant to them and their whānau. An authentic curriculum will:

- invite agency through a balanced provision of teacher led, student led and co-constructed learning opportunities,
- contain a strong culture of assessment as learning, and
- have intentional and scaffolded opportunities for ākonga to collaborate with each other.

Ideally, curriculum, pedagogy and learning pathways will be developed, prototyped and co-designed with the learning community (ākonga, educators, whānau and mana whenua) to ensure that ākonga experience learning that matters. It is essential for school leaders to consider: *To what extent does, or might, your school ensure that teaching and learning is authentic and meaningful for your ākonga?*

## Key Ideas | Whakaaro

- Deliberate and flexible design generates opportunities for student voice, agency and leadership which is vital in facilitating an authentic curriculum for all ākonga in an inclusive and purposeful manner. How you prioritise development of assessment literacy of educators and ākonga part of this.
- Involving mana whenua in reciprocal engagement when it comes to your curriculum will generate a place-based approach and localised content that is unique to your school community and tūrangawaewae.
- 'Local Curriculum' is currently a national MOE PLD priority. There is an abundance of resources on TKI, and PLD providers can assist your school on this development (or review) journey.
- Having an evaluative and review process in place will promote authenticity in your curriculum, also ensuring continuous exploration of innovative learning practices and new approaches.

## Key Resources | He Pounamu

1. *The Leading Local Curriculum Guide series (MOE, 2019)*. This was developed to steer review of curriculum, assessment, and design decisions as you strengthen your local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau. <https://tinyurl.com/Strengthening-LC> You might also find the MOE webinar recording on designing local curriculum useful. <https://tinyurl.com/Local-Curric-Webinar-2020>
2. Learning from Home (MOE, 2022). This site has several case studies and videos about planning for and implementing hybrid learning <https://learningfromhome.govt.nz/>
3. *Ngāi Tahu Matauranga website* (Ngāi Tahu, 2022). This website contains Ngāi Tahu's education strategy <https://ngaitahu.iwi.nz/education/> and links to teacher resources for Ngāi Tahu's 18 regional Papatipu Rūnanga. <https://ngaitahu.iwi.nz/education/teacher-resources/>
4. Rangiora High School – Authentic and collaborative learning (Grow Waitaha, 2019). This site explores how a new learning space at Rangiora High School has supported staff and students to teach and learn in different ways. These three videos describe Rangiora High School's journey in creating a connected curriculum that enables collaboration, greater learner agency, and authentic learning opportunities. <https://tinyurl.com/Rangiora-collab-learning>
5. *Māori History in the NZ Curriculum* (MOE, 2022). This site contains possible programme designs for Māori history in years 1-8 and 9-13, along with New Zealand Curriculum and NCEA links, resources, and learning experiences - designed to guide students and teachers when looking at Māori history in a local context. <https://maorihistory.tki.org.nz/en/programme-design/> This video is also excellent: <https://tinyurl.com/Whanganui-Maori-Histories>
6. *Authentic local learning in Roxburgh* (Education Gazette, 2022). This article about linking curriculum to local communities captures how students at Roxburgh Area School have been making authentic connections with local organisations and businesses. <https://tinyurl.com/Roxburgh-local-learning>
7. *Leading a Future Focused Curriculum in a Complex World* (Leaders' Connect, 2021). In this video Maurie Abraham shares his whakaaro on leading a future focused curriculum in a complex world. <https://tinyurl.com/HPSS-future-focused-curriculum>
8. *Maunga at the heart of local histories mahi* (Education Gazette, 2022). In this article an Auckland kāhui ako shares how they are developing the local histories curriculum from their maunga, Te Pane o Mataoho. <https://tinyurl.com/maunga-centred-local-learning>