

# MOOT 2021

Liz Hawes EDITOR

Spare chairs were as scarce as snow in summer at this year's NZPF Moot. Regional Presidents from across the country gathered to hear updates from Ministers Hon. Chris Hipkins and Hon. Jan Tinetti. Equally exciting was to be participating in 'Curriculum Refresh' debates throughout the day.

**THE MOOT WAS** ably chaired by Māori broadcaster Oriini Kaipara, who added flavour to the day by occasionally injecting stories of her own educational experiences.

Curriculum is the life force of teachers and principals. It is what they entered the profession to do – to develop and teach the curriculum. It enthuses them; it energises them; and provokes wonderful commentary and debate.

NZPF President Perry Rush enthusiastically introduced the curriculum discussions with some thoughts of his own before handing over to Kaylene McNee, the Ministry's advisor on curriculum and Kay Tester from the NZPF executive. Finally, participants were invited to report their own local issues in a session chaired by NZPF executive member, Sandy Hastings.

## Minister Hon Chris Hipkins

The Minister opened his address congratulating the sector on how they managed the COVID health crisis last year and how they continue to manage it. He noted that hundreds of thousands of home learning boxes of materials were sent out to families; 55,000 households were connected to the internet; two TV channels were established.

'We all learned that we could be nimble,' he said, 'and so as a Government, we were willing to let people at the forefront make decisions and then back them.'

'I want to capture that momentum we gathered last year,' he went on, 'draw on those lessons and embrace them as we look to implement the recommendations made through the review of *Tomorrow's Schools*.'

Minister Hipkins invited his audience to think back to the education conversations of 2018, through which people from all walks of life had expressed what they most valued about education. There was a big focus on school property and on free school lunches. Wellbeing was an issue which came through repeatedly. Key to lifting wellbeing was first getting kids fed, he added.

New Zealanders reported they wanted their education system to be about Aotearoa New Zealand. They wanted our own stories and our own history told in schools. They also wanted



Minister Chris Hipkins updates Regional Presidents on the political landscape



MC for the Moot, Oriini Kaipara, injected some stories of her own education experiences

the basics like literacy and mathematics and they told us that a rich curriculum was the better way to deliver learning. They reported that there had been too much emphasis on core curriculum over the past decade and that children would do better on the basics through a rich curriculum.

In addressing the problem of equity in New Zealand, he noted the school donations scheme and Government's offer to pay \$150 per student to schools up to decile 7 if they did not ask for donations; he explained that the free school lunch programme was now available to all decile 1 – 3 schools; and fees were no longer being charged for NCEA exams. He noted that in the past some students had been denied their own NCEA exam certificates because families were unable to meet the cost of exam fees.

He said that the education work programme for the next three years had now been signed off by Cabinet and that, as he had already signalled, the Early Learning Action Plan, getting more qualified teachers into the sector and achieving pay parity for the ECE sector were the highest priority.

COVID, he said, had slowed down implementing the reform programme following the *Tomorrow's Schools* review but work on establishing the Education Service Agencies (ESAs) and the Curriculum Centre will continue. He explained that the Ministry of Education has oversight of the whole system but does not have funding for curriculum per se.

Other issues he listed were the curriculum refresh, learning support, attendance and engagement (Minister Tinetti's responsibilities), ongoing investment in school property, and building a strong and competent work force. Careers' advice and transitions were other issues; providing a safe environment for students including rainbow students; and expanding the

creative experience.

He said progress had been made over the past three years and there was now a much better vibe in the education sector with rich professional conversations taking place.

One strong finding of the *Tomorrow's Schools* review, he said, was that the sector likes the empowerment that comes with *Tomorrow's Schools* but acknowledges support is needed. He suggested as we work through the curriculum, attendance and

support issues that the profession could look at problem solving these issues at the local level.

The Minister then called for questions and comments from the floor.

**Question:**

I notice in your speech you didn't touch on Māori Education. Why is that?

**Answer**

Māori Education is an area that Minister Kelvin Davis is passionate about and there are some interesting challenges. The teacher workforce is a big one. We need more trained teachers in Te Reo Māori particularly for immersion classes. We know we need more cultural competence right across the system. I don't want to make that accusation as a blanket one but more work is needed to make Māori and Pacific Island teachers feel included and that we are meeting them on their terms, rather than having them comply with some other set of expectations. So, there's a lot of work to do.

We are looking at a Māori medium pathway right from Kohanga Reo to strengthen it and include your voice in the process. The Treaty of Waitangi is now at the centre of how the whole system will operate but having said that changing the law is the easy part. Changing what happens on the ground is the bigger challenge. That's the challenge ahead of us.

**Question**

Thinking about trust, and [the Government] trusting the sector to do what is best, what about taking the staffing for Kahui Ako and using it in school for an intended purpose?

**Answer**

I agree the Kahui Ako model needs to be more flexible, he said. I do not want good things like collaboration to stop because that is a crucial part of what schools do and need to do. To change the Kahui Ako leadership positions model though is difficult, he said, because the employment laws around this would also need to be changed. He did not rule out future changes to the model but warned that turning such things around can take a long time.

**Question**

Our schools are experiencing a crisis regarding the management of violent behaviour. We have Te Tupu Managed Moves operating in the Hawke's Bay and it is showing great success and even allowing kids to be returned to the mainstream successfully. What is your view on rolling that out further?

**Answer**

I am aware of this, said the Minister. He noted that there is a practice in our country he would call 'pilot-itis'. We set up pilot schemes, they come to an end and we then move on to the next pilot. He agreed that there needs to be more flexible funding to address this serious issue.

**President Perry Rush**

President Perry Rush first acknowledged NZPF Kaumatua, Hata Temo, the regional presidents who had turned out in big numbers this year and the many special guests, including curriculum staff from the Ministry who had come to hear the views of principals



President Perry Rush introduces regional presidents to the Curriculum Refresh discussions

on refreshing the curriculum.

Curriculum, he said, is in our DNA as principals, core competencies are what we are about. It is the teaching and learning that makes the greatest difference to our students, he said.

We are about to embark on an interesting journey, he said, and it involves placing our curriculum in the spotlight. The Ministry has announced a 'Curriculum Refresh'. It will be moving forward at pace this year and unfolding over the next three or four years. We think it is important that we, as sector-based leaders and professionals, partner with the Ministry and have a

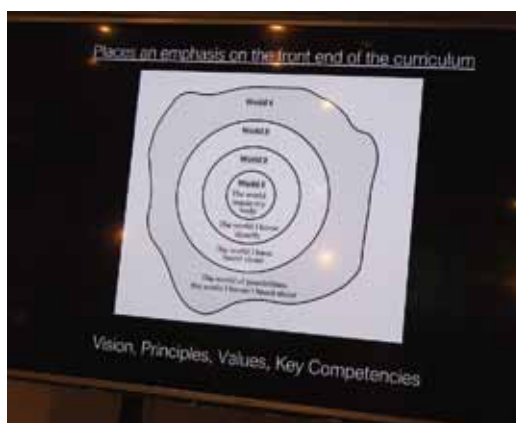
strong influence in this Curriculum Refresh, he explained. One of the core principles in the Tomorrow's Schools review was re-establishing trust between the Ministry and the sector and this is one way we can start that journey.

He returned to the curriculum document of 2007 – which replaced the former curriculum – to highlight weaknesses that had been addressed. These fell into six main categories.

He noted that the achievement objectives had been reduced; there was more emphasis on the key competencies; the student was central to the learning process; the document was deliberately generic to allow for local context and input and to take into account the substantial increase in knowledge available on the internet which wasn't the case a few years before; teachers' professional judgement was given high value as a means to inform prescriptive assessment; and there was a strong emphasis on encouraging community input to localize the curriculum and give it local relevance.

Whilst all these improvements were laudable, he noted that they came without clarity. Interpreting the curriculum, he said, had become the responsibility of individual schools. This meant consistency was lost. It became a minefield for some, whilst others, perhaps the more experienced principals and teachers, relished the freedom it offered. He also noted that the curriculum came without on-going PLD and curriculum advice, which requires substantial resourcing and is critical to successful implementation.

He told his audience that his own theory of curriculum and how the child learns is based on John Holts 'World of Reality'. He described the four states: the internal world of the child; the world the child lives in; the world the child knows about and the world of possibilities. In his view, it is the world of possibilities that is most neglected and we need to lift our sights to bring possibility into the classroom. These worlds are essentially the child's context for learning. That said, it is his



President Perry Rush outlined John Holts theory of reality to explain the worlds of a child



belief that these ideas are not well known by teachers.

He then recommended to his audience *'The Beautiful Risk of education'* by Gert Biesta. As the title implies this critical pedagogical practice gives risk elevated status.

'Students are not to be seen as objects to be moulded and disciplined,' he said, 'but as subjects of action and responsibility.' He was adamant that this did not preclude teachers from having clear curriculum goals.

Seven key educational concepts of creativity, communication, teaching, learning, emancipation, democracy and virtuosity form the core of educational endeavour through this lens. Contemporary education policies and practices tend to be risk averse, he said, but this emphasis brings risk to the forefront.

None of this means that we don't have clear curriculum goals, he explained. *'The Beautiful Risk of education'* talks to the 'how' of education, not the 'what', he said, as he moved on to describe teaching and learning as a partnership relationship between teacher and student, not a hierarchical or binary one.

He set out his view of how the curriculum currently looks and where it might be improved. We have a choice, he said, about what to teach, using teachers as 'coaches' rather than as sources of knowledge with which we fill children's heads.

His suggestions were that schools would have choice about 'what' to learn, according to the local curriculum, and teachers would deliver that by taking a coaching approach to teaching; there would be freedom for schools to cover each learning area but they might select the most appropriate topics while not being compelled to cover every topic. Can we take a national curriculum and say we will take these bits and not others, he asked his audience; schools would teach from authentic contexts that were relevant to their local students, making learning more real; investment in deep learning processes, such as inquiry learning, would be favoured over teaching to every knowledge detail and our Ministry experts will have to think hard about this in the curriculum redesign. He used an example from his own learning experience – of a teacher taking his primary school class to the rocky shore. The teacher, he said, had extensive knowledge in this area, the marine life, rock inhabitants and environmental characteristics. The teacher did not fill our heads with his knowledge, he said, rather he guided us to this knowledge through a careful series of questions and deep inquiries. That turned us all into problem solvers who found answers to our own questions and in turn that generated a new set of questions. There would be clarity of learning intentions for teachers, communicated in a way that did not interfere with the students' exploration of the topic; teachers would act as facilitators of learning, using a variety of learning tools, and not be robotic or expect students to all follow a standardized system.

He continued, saying we must avoid the binary response and not say we are student centred or curriculum focused because we can be both. A national curriculum, if it is truly national, should mean something to us all. This is an important aspect to consider in the context of a curriculum refresh discussion, he said. There is challenge about covering selected aspects of the

national curriculum but not all. Is that freedom appropriate? he asked. Some learning, he suggested, cannot be left to chance.

Finally, he addressed the culturally sustainable curriculum saying this is critical to our future. The time is right now for Pākehā to walk the bridge towards Te Ao Māori, he said, not just the other way around. We must challenge the whiteness of our curriculum, he said, build understanding through a culturally sustainable lens and a process of deep learning. That way we will produce successfully contributing national and international citizens, joined up across the globe.

### Bruce Jepsen, President Te Akatea

Bruce Jepsen opened his address noting that the majority of tamariki Māori are in English medium schools. The power

sits with you, he told his audience of predominantly Pākehā principals.

He then acknowledged retiring President of Te Akatea, Myles Ferris, for his leadership, using a metaphor to describe his contribution. The Kuaka (godwit), he said, flies for four days without food or water from the Antarctic to the Chatham islands.

Flocks fly in a V formation. The Rangatira bird is at the front and when its work is done, it drops back to let another leader take over. These strategies and knowledges, he said, are used to achieve the unachievable.

He then focused his address on Ka Hikitia, the Māori curriculum document that showed great promise for a better future for Māori education. It was all about Māori succeeding as Māori. He said we must look to the past to understand the present and move forward to create a new future.

Ka Hikitia means to step up, to lift and to lengthen our stride. The Ministry adopted this name to acknowledge the need to step up for Māori. The first iteration was in 2008. It was seen as a gamechanger for Māori taura [learners, students]. But little changed [because it arrived without PLD]. This version was followed by phase two called 'Accelerating Success' which was an imposition on schools who were chronically failing Māori. Last year came phase three which had a focus on racial bias and discrimination.

Thirteen years later, across the system, we still see chronic Māori underachievement. Schools are not responding to the calls to acknowledge Māori identity and Te Reo Māori in schools. But why would we see changes when Ka Hikitia has had no support?

Last year, he said, my youngest son turned 14. He was a baby when Ka Hikitia was launched. His entire schooling years should have been characterized by Māori succeeding as Māori. Instead, in 2019, a survey of Māori student wellbeing showed that more Māori students did not have a sense of belonging; more Māori students felt like outsiders who didn't belong at school; one quarter did not feel emotionally supported by a teacher. More Māori students experience stigma and racism. Would this be acceptable for Pākehā students? he asked.



Te Akatea President, Bruce Jepsen addresses the Moot

My attention, he said, is on the future. Look to our past to build the new future. Include Māori knowledges in the curriculum refresh to truly create a curriculum that supports young Māori to succeed. Te Akatea invites Kaumatua and iwi to be involved in the Curriculum Refresh. We acknowledge the opportunities we now have to give life to Te Tiriti o Waitangi. As Treaty partners, Māori need the funding and support to seek diverse options. We all must be held accountable for Māori success, he concluded.

### Minister Hon Jan Tinetti

Minister Tinetti is no stranger to an audience of principals, having been one herself prior to entering politics.

Her first message was a request to be an equal partner with principals as they work their way through the many complex issues education inevitably lobs our way. There would not be time to cover everything, she acknowledged, but she would address some of the most current and troubling issues.

She began with one of the most contentious – learning support – conceding that there were more questions than answers.

We have learners who thrive and those who do not, she said, but our aim is for all to thrive and have success. To achieve that requires a strong learning support network. That is not easy to achieve and the challenges are complex, she admitted.

She acknowledged Tracey Martin's work over the past three

years saying that under her guidance, \$1.1 billion had been invested in learning support. Whilst that sounds like a substantial amount it has to be noted that one in five children need some additional support.

Learning Support Coordinators (LSCs) were established under Martin's watch and there have been some great results from the work they do. Any future roll out, however, is subject to evaluation and budget availability. 'I want you to tell me how valuable this resource is,' she insisted. 'I need that evidence from you.'



Minister Jan Tinetti's address was well received

We have employed 1000 experts and specialists for schools. Despite this there are still critical issues in schools. The problems are bigger than just resourcing. Students have challenging and complex behaviours. 'I hear your requests for kids with behaviour that is challenging to others and who are at risk of disengaging.

We need a strategic position, not a short term one.' We tend to see a problem and we plug it and then it's no longer funded, she said. These problems are not just for education to resolve, she said, schools cannot do it alone. We need help from the health and welfare sectors too. That means breaking down the silos as

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Ministry staff attending the Moot ready to note any important feedback

the Mana Ake programme in Canterbury has done.

We must together look at parts of the system that need to shift rather than just add another initiative. For example, behaviour and learning intersect with attendance and that has been declining since 2013. Every day a student attends school makes a difference, especially when we focus on their safety health and wellbeing. School provides a social network for children too. The public focuses on achievement but we must put wellbeing first. Investing resources in attendance services is essential and I intend to review this area. The Urgent Response Fund (URF) for schools, kura and kohanga reo enables teachers and teacher aides to visit homes and connect families to additional wellbeing support if needed. There is no one model, but local decisions

must underpin use of this funding – local decisions for local problems.

She then moved on to the curriculum and the curriculum refresh, the topic of the Moot. ‘Students need a curriculum rich in Te Ao Māori,’ she said, ‘and parents want certainty about what will be taught and the expectations of learning.’

Each learning area, over the next five years, will be refreshed in order, with social sciences and the new histories curriculum first, then mathematics, statistics, science and English.

Driving the curriculum refresh will be equity, trust and coherence. We will bring the national and local curriculum together so learning is meaningful and more consistent across the country. Ākonga (students) are at the heart of why we are refreshing the curriculum. What we are doing in mathematics for example is not working for all because we are seeing a decline in performance and Māori and Pasifika students are especially affected. We will be working with professional practitioners to refresh the mathematics curriculum.

‘There will be an opportunity for you to engage with us,’ she said, ‘because we can’t do this without you.’ This Government has invested significantly more in learning support than any other Government, but resources aren’t the only answer. ‘Education can sometimes feel like a Christmas tree,’ she said, ‘with one initiative

piled up on all the rest. If you get any more, it topples the tree.’ We want a curriculum where every child sees themselves as having a place.

I too am an educator, she said. Even though there will be times when we disagree, I will always hold you in the highest regard and value you as an equal in this work going forward. The difficult conversations are often the most useful ones.

Minister Tinetti then called for questions and comments.

#### Question

I acknowledge your work as a principal, teacher and now Minister. My question is about accessing URF funding. We assess and develop the programme and the funding doesn’t last the programme. I find the Ministry behave more like gatekeepers than helpers. We have programmes running but the money doesn’t go there. The rubber band is close to breaking. I’m surprised parents have not complained.

#### Answer

I understand those stresses. I am looking at some immediate solutions. For example, should it be Intensive Wraparound funding or URF funding? That’s why I’m coming to you. I am looking at the short term but we want progress for both the medium and long term. You tell me what’s important because that helps me get this over the line.

#### Question

I am passionate about Māori education. What additional

continued on pg 29



A Heartfelt waiata followed Te Akatea President, Bruce Jepsen’s address

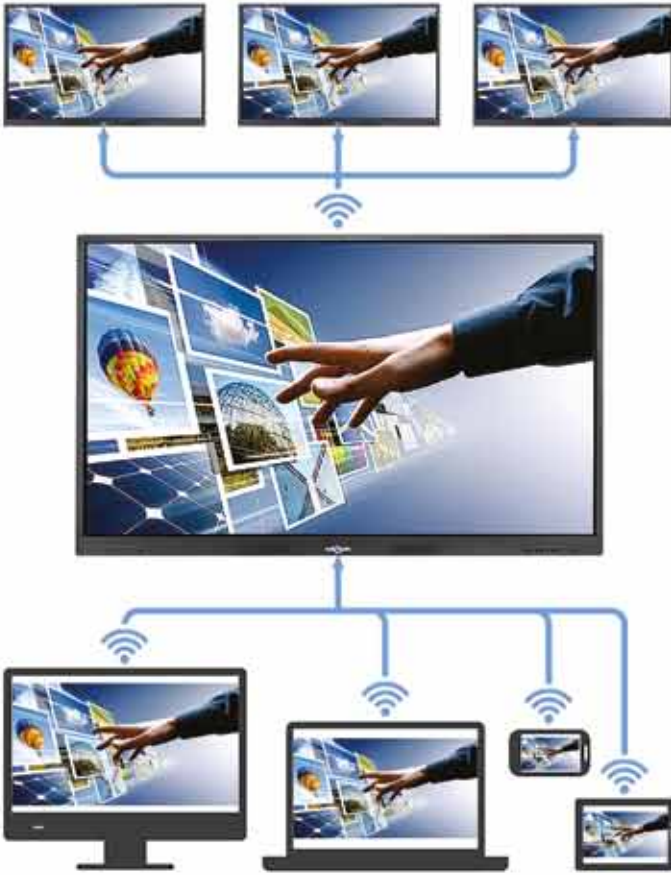


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funding has been allocated to Ka Hikitia for Māori Education and to hapu and iwi so that they can contribute as partners? How much work has been done on that in the Ministry?

**Answer**

All of that is subject to budget processes. Although this is Minister Davis' area, what I can say is that it's a prominent conversation in our meetings, including about the resources needed.

**Question**

Systems change is about a cultural shift for the whole system. ERO's change in direction for example does not seem to be working. How much work is being done to change Ministry thinking so that they can make the shift into a supportive role?

**Answer**

This is a good question. I know there are officials as determined to achieve these shifts as you are. We continue to have conversations to remind officials, including ERO, that over lockdown we changed attitudes, broke down barriers and worked collaboratively with the sector and we want that to continue. We want to keep that momentum going. Personally, I would like to see a big change and need your support to do it.

**Question**

One thing that broke my heart as a principal, was the exclusion of a child from my school for serious violent behaviour. I saw it coming and couldn't get the help he needed. He needed help outside of the conventional classroom of the mainstream school. We have been highlighting these issues for the last ten years. We need urgent action to give these kids the therapeutic help they need.

**Answer**

I know you've been advocating strongly for the Te Tupu Managed Moves programme [to be funded and rolled out] and I have been up to Napier to see it. But it is not something that can necessarily be replicated. Seeing it as a cookie cutter will not work and the director of the programme said that. This is not an easy issue. I am however prepared to take on this challenge to find a solution for our extreme cases.

**Question**

I applaud the extra billion dollars that has been injected for learning support over the last few years, which is about \$400,000 per school. I haven't seen an extra \$400,000 investment in my school. But it's not as simple as just giving us the money, we need the right people. Where are these people? My concern is that this money sounds impressive but it is not reaching the children.

**Answer**

I agree this is complex and money is not the only answer. It's more than that. We need to look at the entire workforce that supports this and examine all the resourcing because it tells me there are things that need changing further up in the system.

**Stuart Armistead – Normal and Middle Schools Association (NAMSA)**

Stuart's address focused on Initial Teacher Training (ITE) and its current shortcomings. Normal schools, he said, were established in 1876 and were intended to quite literally set the norms for

teaching. They are the training grounds for beginning teachers, offering intensive mentoring and coaching of those teachers. Currently, in Aotearoa New Zealand there are 21 Normal and 8 Middle schools.

He raised the issue of ITE quality, noting that too many teachers were being trained through reduced programmes and how that impacted on beginning teachers. He explained that the costs of longer training programmes and high university fees deterred students from choosing more comprehensive training.

He noted that the return of teachers to Aotearoa, due to Covid, would reduce the pressure for training high numbers of new teachers so we could refocus on quality.

In 2018 the Teaching Council announced that ITE must be responsive to changes in education and training programmes must reflect that.

My training, he said, was memorable and rich with lectures and tutorials. We had ample passionate and knowledgeable lecturers. We experienced a sound blend of theory and practice. Now that has all changed. Since the demise of Training Colleges, Universities have become the dominant ITE providers. All those passionate

and knowledgeable lecturers who knew the craft of teaching, are no longer there. The quality of training has reduced because university lecturers often have no classroom practice themselves.

Underfunding from Government to support quality teacher training does not help and the universities have competing priorities from their core function which is research.

We all live with the consequences of these changes and now we see standards slipping for students. There will be multiple reasons for this, including a shift to neoliberal policies. But there is no doubt that ITE has been moulded to fit the university model.

Now we have a chance to reignite ITE, which has been neglected for too long. The Teaching Council's new approach is to involve the sector through forming authentic partnerships with providers. The Teaching Council will establish approval panels who will assess the performance of ITE providers and decide whether they are meeting the necessary standards as the profession expects. If not, then the ITE provider will not be funded to continue.

Normal and Middle schools will continue in their role, to fill the gaps and provide the necessary mentoring. They will also provide PD as required, delivered by experienced passionate teachers. The in-school component is the most valuable for any trainee teacher.

Armistead suggested that obstacles be removed so that recently retired, experienced principals might become tutors in ITE programmes. It is that professional knowledge that current ITE programmes lack. He also suggested there be networks set up for Associate teachers to strengthen their effectiveness.

NAMZA, he said, is committed to working with NZPF and



Stuart Armistead, President of the Normal and Middle Schools Association, talks about ITE and its short falls





Kay Tester shares her curriculum knowledge with the Moot participants

NZAIMS to effect the necessary changes because they can't make progress on their own.

### Kaylene McNee and Kay Tester on Curriculum Refresh

Kaylene introduced herself as a principal and Chief Advisor in curriculum to the Ministry, and Kay, as a member of the NZPF executive, who has also been a member of the curriculum Ministry Advisory Group for the past three years and is now on the curriculum working party group, giving advice to the Minister.

Work with New Zealand histories dovetails with the curriculum refresh work. The Curriculum Refresh will be bicultural, inclusive and clear about what ākongā need to understand, know and do



Kaylene McNee, chief advisor to the Ministry on curriculum, addresses the Moot attendees

to be successful now and in the future.

The draft curriculum content for the Histories curriculum shows what changes to the New Zealand curriculum might look like. It includes an 'Understand, Know, Do' model as well as clear learning progressions and progress statements. In line with repeated calls, the audience was assured that the number of Achievement Objectives would be further reduced; there would no longer be a front and back end to the curriculum because we have not connected the Key Competencies with the curriculum content well in the past; the first consultation group will be the students themselves because as learners, their voice is the most critical.

There were two questions for the Moot attendees to consider. These were:

1. To think about the ways that the History draft curriculum helps schools and teachers to achieve the intent of the curriculum that is bicultural, inclusive, clear and easy to use, and what challenges and opportunities exist in relation to this?
2. Thinking about these change features, what do we need to consider so that schools and teachers are well supported to implement these changes in the rest of the curriculum refresh as they emerge over the next 3 – 4 years?

### Feedback from the Regional Presidents on Curriculum Refresh

1. Concern about how teachers will provide greater clarity on curriculum knowledge. Carolyn English (Ministry) explained that the curriculum will be produced as both paper-based and digital and will be cut as progressions so you can see how both context and practices grow. She noted that there will be plenty of examples drawing on three big ideas and because it will be digital, you can click on resources as you go.
2. Noted that the 'understand, do, know' model is good, but teachers need knowledge and time. Will we be resourced for extra Teacher Only days and how will they get this knowledge? The answer lies in a resource produced to use with teaching staff so that, for example, local histories can be learned together.
3. Concern was expressed about the Intellectual Property of the context of local histories. This is an issue to be worked through with local iwi. The Ministry has 10 – 20 partnerships with iwi about what histories they would like shared. You can go to them and they will decide what resources they would like to produce for you to use. Questions of who owns the histories and stories is about bringing iwi and hapu together to share this process with you.
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(MACs) and would use that model for acquiring content for the history curriculum, their concern is the continued funding of the MACs. The response was that the Ministry is committed to continue funding the MACs.

5. Concern that many in the teaching workforce are only now transitioning from a national standards environment and now there will be a series of curriculum changes. The concern is how this can be done successfully. The concern was addressed by Kaylene saying that the design is deliberately holistic with a bicultural framework so that it can be all woven together.
6. This is a pedagogical shift that will require PLD. This was acknowledged and presidents were assured that PLD would be designed with the sector
7. Noted that the challenge is agreeing on the content of the curriculum and the limited expertise of teachers, especially in local history curriculum because that will not have been covered in their ITE. Concern that there will not be time to do this well.
8. Concern expressed about throwing out aspects of the curriculum that schools are wedded to such as the key competencies. They are what schools treasure and they enhance practice. There was assurance offered that this is a refresh of the curriculum and many tools already in use will continue to be used.
9. Concern expressed in relation to the history curriculum, that our Kaumatua and Kuia will have a great deal more pressure on them and they need to be properly resourced.
10. It is exciting to hear the language being used in these discussions such as understanding colonization, local histories and understanding history from a Māori perspective. There is no need to be concerned about what your teachers know. Your communities are a huge source of knowledge. Māori know what colonization is about because they have lived it. This is nothing to fear. The bigger challenge, when learning history, is to recognize whose history it is and from whose perspective. There are plenty of resources out there to support schools, even if some material is a bit political. It was also noted that if this makes Pākehā colleagues feel uncomfortable that is also OK.
11. Concern was expressed about how we show we value Kaumatua input. If we were inviting a mathematics, reading or science expert to contribute their knowledge, we would be paying them. We need to recognize Kaumatua contributions with more than a cup of tea.
12. The timeline was noted for the refresh. History is part of the social sciences curriculum, so that curriculum is the first.
13. Noted that a curriculum voices group is to be established for the design and implementation process and writing groups will design and produce the content. There will also be a social sciences group and the Ministerial Advisory Group's input. Beyond that there will be working groups to design specific content resources. Overall, this will be a collaborative process. This will be followed by developing the progressions and then inviting schools to do the testing. Already there are 320 schools involved in fast testing of the design phase. It is important to have those involved at the testing phase who are not experts so they can give feedback of a more practical nature. The work teams will respond to the feedback and then undertake wider testing.
14. Noted that there is a bicultural framework across the whole and nothing will be left in isolation. When the curriculum is complete about 4 -5 years from now, it will be up to schools to choose how they prioritise which area to implement first.



NZPF Kaumatua, Haterei Temo closes the 2021 Moot

15. A concern was noted about testing with many different schools including special schools. There was reassurance that the curriculum voices team would be diverse.
16. Further concerns about implementation and having relevant and plentiful support to make that successful. It was noted that the NZC was a great document which lacked the support to embed it.

Moot 2021 was a day filled with positive energy. Regional Presidents listened attentively, discussed vigorously, questioned intelligently and in the end offered Ministry staff in attendance, plenty of helpful feedback to continue their work. Perhaps it was because curriculum is central to their DNA, as NZPF President Perry Rush had suggested at the start of the day, but whatever the impetus, this was a cracking good Moot.

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