



15 May 2021

**New Zealand Principals' Federation (NZPF) Submission on
Aotearoa New Zealand Histories Draft Curriculum for Years 1 - 10**

To: The Ministry of Education

Personal Details:

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The New Zealand Principals' Federation (NZPF) is the largest professional organisation for lead educators representing the interests of over 2,000 Principals of Primary, Intermediate, Area and Secondary Schools. Principals are from public, integrated and independent schools and are spread throughout New Zealand. NZPF aims to be the most influential advocate for school principals to enable high quality, well supported leadership for school learners in New Zealand.

General Comments

NZPF welcomes the opportunity to submit comments on the *Āotearoa New Zealand Histories Draft Curriculum for years 1 -10*. We have sought the views of our own executive committee and our regional presidents in constructing this commentary and have received regular feedback reports from our representative, Leanne Otene, on the *Āotearoa New Zealand Histories* advisory group, led by Rose Carpenter. The views contained in this submission are therefore reflective of a broad range of NZPF national and regional representatives.

We acknowledge the work of the Ministerial Advisory Group (MAG) and the Curriculum, Progress and Achievement (CPA) workstream which has been operating for the past three years. Both the MAG and the CPA workstream have contributed much valuable insight for the foundational work of the *Āotearoa New Zealand Histories* curriculum.

We note that the consultation draft provides clarity and includes a valuable framework model which might usefully be applied to the whole curriculum as the ‘*Curriculum Refresh*’ exercise gets underway. Collectively, NZPF supports the progressions framework and the learning area model – know, understand, do. Further, NZPF supports considerations of equity and strongly supports an authentic, indigenous curriculum model for *Āotearoa New Zealand Histories*.

Commentary is provided on the framework and on key learning levels, years 1-10.

Framework

Members support the idea that the *Āotearoa New Zealand Histories* curriculum be bicultural and inclusive; include elements that show clear learning and progress and be easy to use. They support a framework that can be separated into different phases of learning and follows a learning model of ‘Know, understand, do’.

NZPF endorses Te Marautanga o Aotearoa (TMOA) Maori medium curriculum approach with its priorities of building trust for information sharing, coherence and equity and would be supportive of these priorities being built into the *Āotearoa New Zealand Histories* curriculum. We also support an *Ākonga*-centred, holistic approach.

NZPF notes the level of consultation that is occurring. All executive members have participated in the survey and it has been promoted through the NZPF communication channels. We believe there needs to be more consultation with *Ākonga* on this important topic. Whether feedback is sought directly or through surveys, NZPF believes student voice is critical to the design stage of the *Āotearoa New Zealand Histories* curriculum.

In principle, NZPF supports that the *Āotearoa New Zealand Histories* curriculum would reflect who we are and how we have evolved over time, the bi-cultural history of our country and reflect stories which young people need to know; It is an opportunity to understand wrongs of the past, such as our treatment of early Chinese, our colonial treatment of Māori and the dawn raids on Pacific Island peoples, as well as to celebrate the great achievements of our past. NZPF believes the strength of this curriculum lies in its power to reduce and hopefully eliminate racism, through our young people understanding the truth of our history. As with all Social Sciences, we would expect this curriculum will involve the development of critical thinking skills.

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As with all curriculum areas, PLD for principals, Boards and teachers through road shows and/or regional workshops will be critical to the *Āotearoa New Zealand Histories* being delivered successfully and achieving the desired outcomes. PLD must be accompanied by release time and additional teacher only days.

NZPF supports the seven themes for this curriculum that were agreed by the Government in 2019, including:

1. The arrival of Māori to *Āotearoa New Zealand*
2. First encounters and early colonial history of *Āotearoa New Zealand*
3. Te Tiriti o Waitangi and its history
4. Colonisation of, and immigration to, *Āotearoa New Zealand*, including the New Zealand wars
5. Evolving national identity of *Āotearoa New Zealand* in the late 19th and early 20th Centuries
6. *Āotearoa New Zealand's* role in the Pacific
7. *Āotearoa New Zealand* in the late 20th century and evolution of a national identity with cultural plurality.

As has already been expressed, members noted the importance of taking all immigrant groups into account, including Chinese, Indian and Yugoslavian and all social and protest movements which have helped shape the collective conscience of *Āotearoa New Zealand* over time.

Key Learning Levels

NZPF supports the notion of knowing our future through understanding our past. The structure presented in the draft curriculum document for *Āotearoa New Zealand Histories* is clear and well developed for each of the learning year levels. Using the Understand, Know and Do model is helpful and might usefully be applied to other curriculum subject areas.

Having the three big ideas to work on throughout the curriculum, the three national contexts and the three inquiry practices gives shape and coherence for observing development of knowledge, understanding and critical thought at the different age stages. It is a structure that won the praise of all members who were consulted.

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The Progress outcomes for the different year levels were also praised as being clear, relevant and uncomplicated to work with.

In summary, the *Āotearoa New Zealand Histories* draft curriculum is well supported by members of the NZPF executive and the regional presidents. They see high value in the curriculum for teaching young New Zealand children the truth about this country's history and with understanding will come the critical thinking which will lead young people to better understand the origins of racism and prejudice.

This curriculum will also be a source of great pride in being a New Zealander, as young people learn about the bravery and courage of those New Zealanders who have stood up for what is right and fair and helped move our society forward as a country with a high sense of ethics and low levels of Government corruption.

We thank the Ministry for inviting our feedback on the *Āotearoa New Zealand Histories* curriculum and have presented a constructive commentary which we hope will help to guide the future development of this very important curriculum area.

Yours sincerely,

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