
2021 Recommendation and Rationale for Te Marautanga o Aotearoa (TMoA) for Level 1, 2 and 3 subjects

(Education Report: Annex 3)

Te Marautanga o Aotearoa NCEA Subjects –
Recommendations and Rationale

September 2021

Summary

This Annex confirms the final recommended subjects for NCEA Levels 1 – 3 derived from Te Marautanga o Aotearoa (TMoA), and explains the rationale for final subject recommendations by Wāhanga Ako.

Background

In June 2021 the Ministry released for public engagement a list of 16 proposed subjects for *TMoA*, including:

- nine existing subjects (Te Reo Rangatira, Pūtaiao, Tikanga ā-lwi, Hangarau, Hauora, Toi Puoro, Toi Ataata, Ngā Mahi a te Rēhia, and Pāngarau),
- one new subject from Level 1 (Te Reo Pākehā), and
- six new subjects from Level 2 (Tauhokohoko, Te Hītori o Aotearoa, Hangarau Matihiko, Hākinakina, Toi Whakairo, and Mau Rākau).

The proposals, if confirmed, would introduce specialisation from Level 2 into *TMoA*. Currently the curriculum is organised by NCEA subjects which align directly to their respective Wāhanga Ako and remain consistent across Levels 1 – 3.

Public engagement on the subject proposals was held for eight weeks from 16 June to 13 August 2021. A range of methods were used to encourage feedback from ākonga and their whānau, kaiako and the sector, industries and communities, and other interested parties. These included:

- face to face engagements with kura, peak bodies, NCEA Panels and Advisory Groups, and partner agencies (e.g., NZQA)
- an online survey available in both English and te reo Māori on overall impressions of the proposed subjects and specific questions on subjects from both *TMoA* and The New Zealand Curriculum (NZC). Respondents could answer all survey questions, or only those of interest to them
- email channels to receive written submissions from individuals and organisations.

Summary of Recommendations and Rationale

The final recommended list for TMoA has 11 subjects across eight Wāhanga Ako. There are an additional four subjects which are deferred and outside the scope of the planned Review of Achievement Standards, subject to future decisions.

The final subjects reflect a balance of meeting the policy objectives of increasing specialisation at NCEA Levels 2 and 3, Mana ōrite mō te mātauranga Māori, and ensuring clear pathways into education and employment, as well as responding to sector concerns about adequate resourcing levels and the appropriate reflection of te ao Māori approaches to teaching, learning and assessment.

Results from public engagement indicate there was a high level of support for introducing specialisation at Levels 2 and 3 and for the overall package of subjects proposed for TMoA.

57% of respondents either agreed or strongly agreed to the statement “I support the proposed NCEA subjects for TMoA,” while 11.6% disagreed or strongly disagreed and 31.4% neither agreed nor disagreed.

In response to the statement “Teaching and learning in kura Māori will be supported by adding new subjects at Level 2 and 3 of Te Marautanga o Aotearoa (offering specialisation),” 61.2% of respondents either agreed or strongly agreed, 7.6% disagreed or strongly disagreed, and 31.2% neither agreed nor disagreed.

The key differences between the proposed list and the final list are:

- four proposed new subjects – Hangarau Matihiko, Hākinakina, Mau Rākau and Raranga – are deferred and outside the scope of the planned Review of Achievement Standards, subject to future decisions, and
- Tauhokohoko and Te Hītori o Aotearoa are not recommended for development at this time, reflecting sector feedback.

The final list of recommended subjects for TMoA, as well as the current list and the originally proposed list, are shown on pages 3 and 4.

A more detailed analysis and rationale for the final list of subjects follows the summary table.

Te Marautanga o Aotearoa – Current and Proposed Subject Lists

Existing Level 1	New Level 1	Existing Level 2 & 3	New Level 2 & 3
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Current List:

	TE REO MĀORI	PŪTAIAO	TIKANGA Ā-IWI	HANGARAU	HAUORA	NGĀ TOI	PĀNGARAU
Levels 1 – 3	Te Reo Rangatira	Pūtaiao	Tikanga ā-lwi	Hangarau	Hauora	Toi Puoro	Pāngarau
						Toi Ataata	
						Ngā Mahi a te Rēhia	

Proposed List:

	TE REO MĀORI	TE REO PĀKEHĀ	PŪTAIAO	TIKANGA Ā-IWI	HANGARAU	HAUORA	NGĀ TOI	PĀNGARAU	
Level 1	Te Reo Rangatira	Te Reo Pākehā	Pūtaiao	Tikanga ā-lwi	Hangarau	Hauora	Toi Puoro	Pāngarau	
							Toi Ataata		
							Ngā Mahi a te Rēhia		
Level 2 & 3	Te Reo Rangatira	Te Reo Pākehā	Pūtaiao	Tikanga ā-lwi	Hangarau	Hauora	Toi Puoro	Pāngarau	
					Tauhokohoko	Hangarau Matihiko	Hākinakina	Toi Ataata	
					Te Hītori o Aotearoa			Ngā Mahi a te Rēhia	
							Toi Whakairo		
						Mau Rākau			

Te Marautanga o Aotearoa – Final Recommended Subject List

Existing Level 1	New Level 1	Existing Level 2 & 3	New Level 2 & 3	For Future Development Consideration (TBC)
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Recommended List:

	TE REO MĀORI	TE REO PĀKEHĀ	PŪTAIAO	TIKANGA Ā-IWI	HANGARAU	HAUORA	NGĀ TOI	PĀNGARAU
Level 1	Te Reo Rangatira	Te Reo Pākehā	Pūtaiao	Tikanga ā-lwi	Hangarau	Hauora	Toi Puoro	Pāngarau
							Toi Ataata	
							Ngā Mahi a te Rēhia	
Level 2 & 3	Te Reo Rangatira	Te Reo Pākehā	Pūtaiao	Tikanga ā-lwi	Hangarau	Hauora	Toi Puoro	Pāngarau
					Hangarau Matihiko	Hākinakina	Toi Ataata	
							Ngā Mahi a te Rēhia	
							Toi Whakairo	
							Mau Rākau	
						Raranga		

Themes emerging from Public Engagement

Public engagement on the proposed changes to *TMoA* subjects took a holistic approach, with special focus on potential new subjects, the introduction of specialisation from Level 2, and general items of appeal and concern. This approach revealed several feedback themes which have shaped our approach to subject recommendations and our advice regarding delivery timelines.

Resourcing

While there were consistently high levels of enthusiasm for the *TMoA* subject proposals, many survey respondents raised the issue of equity in resourcing, both human and material, as being of primary importance.

The availability of kaiako with both required capabilities in te reo Māori and strong subject matter expertise has been a chronic challenge for the Māori-medium sector. Some respondents questioned whether introducing new subjects would exacerbate an already challenging environment within many kura. There were calls for the Ministry to invest in the upskilling of current kaiako, recruitment and training of new kaiako, and concentrated efforts in attracting existing experts who are not currently employed within kura settings back to the field.

There are also significant gaps in the availability of assessment resources within *TMoA*. Feedback gathered through kano ki te kano (face to face) engagements with kura over the last two years suggest this lack of resourcing is a primary driver in the relatively low uptake of *TMoA*-derived subjects. Public engagement feedback also highlighted this as a concern, with respondents eager to be assured that any new subjects will be fully resourced to support delivery in classrooms, and that expanding the number of subject offerings within *TMoA* will not take away from the quality development of fully resourced suites of existing subjects.

Respondents also commented on the importance of the internal capability of the Ministry to drive and support these proposed changes, seeking to avoid a 'tokenistic' or 'superficial' approach to development.

Protecting the mana and integrity of mātauranga Māori

For some respondents, the proposal to introduce specialised subjects risks undermining the holistic nature of *TMoA*, and mātauranga Māori more broadly.

"My main concern [regarding the new subject proposals] is that they are treated as separate subjects – you must consult Māori on this to make sure these areas are given the mana and context they deserve."

"It seems very Pakeha to separate [sic] these 'subjects' and to place them into different curriculum areas. I wonder if any maori [sic] were consulted on this? Surely in a Te Ao Maori these areas are inextricably woven together."

Despite these concerns, the majority of respondents supported the introduction of specialised subjects within *TMoA*, highlighting that it will lead to a greater number of resources being developed to support Māori approaches to teaching, learning and assessment. An expansion of access to quality pathways out of kura, whether to further study, the world of work, or to English-medium schooling, were also raised as potential benefits.

Concerns regarding how mātauranga Māori will be appropriately assessed within NCEA were expressed, centring on the perception that external assessment can be somewhat misaligned with te ao Māori approaches to teaching and learning.

Many respondents also noted that the subject proposals in *TMoA* were weighted slightly towards Ngā Toi, with no new subject proposals in Pūtaiao or Pāngarau. There were some concerns that this could feed into a negative stereotype about mātauranga Māori and limit the pathways of ākonga Māori who wanted to pursue further study or the world of work within STEM.

We received several recommendations that the Ministry explore other opportunities for future new subject development in consultation with Māori and with a focus on Pūtaiao and Pāngarau.

Equitable access

Respondents again pointed to equity of resourcing as an issue of critical importance for any subject development within *TMoA*:

“Include resourcing that are designed by Māori for Māori and funded equitably with the changes in NZC.”

Some survey respondents noted that subjects derived from *TMoA* would not be fully accessible to many English-medium schools, where an overwhelming majority of ākonga Māori learn.

The Ministry put forward two subjects – Whakairo and Mau Rākau – as proposals in both *TMoA* and the NZC. When asked which curriculum, if either, these subjects would best sit, approximately 300 respondents supported the development under both the English and Māori-medium curricula.

Approximately 70 were supportive of *TMoA*-only development, with 15 supporting NZC-only development and around 30 who identified as being non-supportive of development within either curriculum.

Those who were supportive of development across both curricula cited equity of access as an issue of primary importance:

“It is the birthright of our ākonga Māori to access this mātauranga Māori regardless of which curriculum their school is following. These are both kaupapa that are strongly linked to Māori identity, so they need to be offered throughout the motu.”

“I think it would be amazing to offer all students of NZ the opportunity to take these subjects. A great way to continue the revival of Te Ao Māori.”

Thematic conclusions

The Ministry shares many of the interests and concerns voiced by the public during engagement and is therefore recommending a staggered and measured approach to the introduction of new subjects within *TMoA*.

This approach would see the initial confirmation of a relatively small number of new subjects (Te Reo Pākehā and Toi Whakairo) for immediate development. There are an additional four subjects which are deferred and outside the scope of the planned Review of Achievement Standards, subject to future decisions (Hākinakina, Hangarau Matihiko, Mau Rākau and Raranga).

The Ministry also intends to continue working in close partnership with kura and other mātauranga Māori experts to explore further opportunities for new subject development that will reflect the most important learning happening in *TMoA*-based settings.

By taking a staggered approach, we can better ensure resourcing is sufficient to support high-quality delivery within classrooms, mātauranga Māori bodies of knowledge are being identified and assessed appropriately within an NCEA framework, and kura are playing a central role in determining which subjects are of greatest priority to ākonga Māori, their whānau, hapū, iwi and hapori.

Recommendations and Rationale by Wāhanga Ako

Te Reo Māori

In Te Reo Māori, ākonga explore, understand, develop, and express their learning in te reo Māori through te ao Māori, gaining Māori language skills for a wide range of communicative and academic purposes.

Recommendations

We do not recommend any changes to the proposal to continue offering a single subject for Te Reo Māori. This means we will offer one subject, Te Reo Rangatira, with 20 credits (4 achievement standards) at each Level of NCEA.

Rationale

Te Reo Rangatira is the subject with the highest uptake in *TMoA* and is utilised by a diverse body of kura across New Zealand, including Māori-medium kura, rūmaki reo units, and some English-medium schools.

As there was no change proposed for Te Reo Rangatira, specific mention of the subject was limited and mostly emerged in relation to other subject proposals, including some respondents expressing their desire for Te Reo Rangatira to be more available to users of *The New Zealand Curriculum*.

Te Reo Pākehā

In Te Reo Pākehā, ākonga study English as a second language through a distinctly te ao Māori perspective, gaining the skills required to navigate and communicate confidently and competently in te ao Pākehā.

Recommendations

We do not recommend any changes to the proposal to offer a new, single subject for Te Reo Pākehā from Level 1. This means we will offer one subject, Te Reo Pākehā, with 20 credits (4 achievement standards) at each Level of NCEA.

Rationale

Of the proposed new subjects for *TMoA*, Te Reo Pākehā was the second most popular amongst survey respondents, with 212 people identifying the subject as appealing.

Those who support the subject's development highlighted the opportunity for ākonga in Māori-medium settings to study English through the lens of te reo Māori and with a focus on bilingualism:

"I think a qualification in Te Reo Pakehā increases the importance for students in Kura to learn all aspects of 'English' rather than the assumption that they know it well...this allows it be assessed as a language, rather than as a literature study as English (subject) is."

Some survey respondents expressed concern about the development of Te Reo Pākehā as potentially undermining the focus on te reo Māori and te ao Māori within *TMoA*. However, the recently released research report Te Kura Huanui continues to evidence the benefits of Māori student achievement in Māori-medium settings and makes comment that mana reo is not only about prioritising and normalising te reo Māori for ākonga but how "all languages are critically considered." For some kura, this means ensuring their ākonga are equally proficient and confident in both te reo Māori and te reo Pākehā. Te Reo Pākehā has been proposed as being the study of English through an explicit te ao Māori lens, and the Ministry is confident that the introduction of this subject would not only reflect Mana ōrite mō te mātauranga Māori but contribute to the ākonga Māori success in Māori-medium settings described here.

Because the subject has been proposed from Level 1 of NCEA, the Ministry is planning for accelerated development of Levels 1 and 2 of Te Reo Pākehā across 2021/22 to align with the Review of Achievement Standards.

Pūtaiao

In Pūtaiao, ākonga are given opportunities to incorporate Māori perspectives and knowledge about the natural world into the classroom, including through the study of Te Ao Tūroa, Ō Ahupūngao, Ō Kawekawe and Ngā Tautake Pūtaiao me Ngā Kōrero o Mua, which promotes critical discussion and analysis of the ways in which science has been used to support the dominance of Eurocentric views.

Recommendations

We do not recommend any changes to the proposal to continue offering a single subject for Pūtaiao. This means we will offer one subject with 20 credits (4 achievement standards) at each Level of NCEA.

Rationale

As there was no change proposed in Pūtaiao, specific mention of the subject was limited. However, some respondents expressed a desire to see new subject proposals and specialisation within this Wāhanga Ako and within STEM more broadly. Suggestions from the public for new subjects the Ministry might consider for development within Pūtaiao include Tātai Arorangi, Te Taiao, Kaitiakitanga and Maramataka.

The Ministry intends to work with kura and other mātauranga Māori experts to scope out what distinct bodies of knowledge within Pūtaiao might be supported in the future as specialised subject(s).

Tikanga ā-lwi

In Tikanga ā-lwi, ākonga study society and human nature to better understand their own world. They examine customs and practices, including how these interact with people's physical, social, emotional, and spiritual needs.

Recommendations

We recommend the continuation of a single subject offering for Tikanga ā-lwi. This means we will offer one subject, Tikanga ā-lwi, with 20 credits (4 achievement standards) at each Level of NCEA.

This is a change from the June proposal, which considered the introduction of two new subjects – Tauhokohoko and Te Hītori o Aotearoa – from Level 2 of NCEA.

Rationale

Of the proposed new subjects, Tauhokohoko and Te Hītori o Aotearoa were amongst the least appealing to survey respondents. There were also several recommendations of other new subjects the Ministry might consider for development within Tikanga ā-lwi, including Atuatanga, Mahinga Kai, Mana Wāhine, Te Mahi o te Haukāinga, and Māori Anthropology.

We therefore intend to work with the Māori-medium sector to explore these suggestions and to unpack which new subjects, if any, would be most beneficial and appropriate for development within this Wāhanga Ako.

Hangarau

In Hangarau, ākonga focus on the values, skills, and knowledge of their own world, as well as those modelled by their ancestors. Their learning experiences within this Wāhanga Ako will validate ākonga knowledge and whakapapa within a global society.

Recommendations

We recommend the initial continuation of a single subject offering for Hangarau, with one further subject to be explored for development on a different delivery timeline to the Review of Achievement Standards. This means we will offer one subject, Hangarau, with 20 credits (4 achievement standards) at each Level of NCEA with further scoping work required for one new subject, Hangarau Matihiko, to be considered for future development.

Rationale

Hangarau Matihiko is the most recently developed subject within TMOA but does not currently offer a full suite of achievement standards or resources and has suffered from a lack of usage. This is partially attributable to better resourcing within NZC subjects, and standards which are perceived to be more accessible for ākonga and kaiako. In engagements we have heard that Hangarau Matihiko is a low priority subject for the Māori-medium sector, and that ensuring improved uptake of Hangarau is at this stage a better focus for strengthening technology education in kura.

Hauora

In Hauora, ākonga have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, as well as environmental health. They will develop understanding about hauora by describing, explaining, trialling, and evaluating its many facets.

Recommendations

We recommend the initial continuation of a single subject offering for Hauora, with one further subject to be explored for development on a different delivery timeline to the Review of Achievement Standards. This means we will offer one subject, Hauora, with 20 credits (4 achievement standards) at each Level of NCEA and progress scoping work for one new subject, Hākinakina, to be developed along a different delivery timeline.

Rationale

As there was no change proposed to the subject of Hauora, specific mention of this subject was limited.

Of the proposed new subjects, Hākinakina was the third most popular, with 207 respondents identifying the subject as being appealing to them for development.

There were some questions regarding how Hākinakina would be developed in a holistic manner, and whether the body of knowledge might better be framed as Koiri. Further scoping work alongside the Māori-medium sector would clarify the Significant Learning for this body of knowledge, and help the Ministry identify an appropriate approach to development. We are therefore recommending that Hākinakina be explored for development on a different delivery timeline to the Review of Achievement Standards.

Ngā Toi

In Ngā Toi, ākonga study the musical arts through the strands of tūhura (exploration), mahi (creating), mōhiotanga (knowing) and maioha (appreciation).

Recommendations

We recommend confirming a total of four subjects in Ngā Toi, including three existing subjects – Toi Ataata, Toi Puoro and Ngā Mahi a te Rēhia – at each Level of NCEA, as well as one new subject – Toi Whakairo – from Level 2. Raranga and Mau Rākau are deferred and outside the scope of the planned Review of Achievement Standards, subject to future decisions. Further scoping work is required for these two subjects, Raranga and Mau Rākau, to be considered for future development.

This means we will offer a total of 60 credits at Level 1 in Ngā Toi (20 credits/4 achievement standards across three subjects), and 80 credits at Levels 2 and 3 (across four subjects) and would progress scoping work for two further new subjects to be developed along a different delivery timeline.

Rationale

As there was no change proposed to the subjects of Toi Ataata, Toi Puoro or Ngā Mahi a te Rēhia, specific mention of these subjects was limited.

Of the proposed new subjects, Toi Whakairo was the most popular, with 232 respondents identifying the subject as being appealing to them for development.

“Fantastic to be able to offer more credits to students in our Toi Maori programme. It raises the mana of these traditional art forms under NCEA.”

Te Rōpū Taniwha Whakairo, a group of eight kura with schools of Whakairo, submitted a written response as part of the public engagement period. The group expressed concern about how the artform could be appropriately taught and assessed within an achievement standard framework:

“Across all changes, whakairo should be preserved in its authentic state; this should not be, or ever be from a Westernised theoretical approach, but rather from our pūrākau, kōrero tuku iho, her-stories, whakapapa, tikanga, lwi, hapū and toi.”

The Ministry acknowledges the complexity and importance of developing Toi Whakairo in an authentic manner which support mātauranga Māori pedagogical approaches and is therefore planning for joint development of Levels 2 and 3 of Toi Whakairo across 2022/2023. This holistic approach to development will help ensure that appropriate scoping can occur regarding the current Whakairo unit standards as well as other Review of Achievement Standards development occurring within Ngā Toi.

Mau Rākau was of interest to many respondents, but feedback suggests it is not a top priority within Māori-medium settings. The subject is being recommended for progression within the NZC list, as it can offer a pathway progressing from Te Ao Haka. Deferring development of Mau Rākau within TMOA will enable scoping work across offerings in Ngā Toi as well as looking to teaching, learning and assessment opportunities presented by the Mau Rākau unit standards and achievement standards in the NZC.

Many respondents questioned the Ministry’s decision to propose Raranga in the NZC list but not in TMOA, finding it to be inconsistent with the approach taken for other arts subjects. As with Mau Rākau and Toi Whakairo, a majority of respondents were supportive of development across both curricula.

We are therefore recommending Raranga be added to the TMOA list of subjects for future development. Deferring development will enable mātauranga Māori experts to advise the Ministry on how the Significant Learning of this body of knowledge can be appropriately identified and expressed within the contexts of each curriculum.

Pāngarau

In Pāngarau, ākonga study mathematics through a kaupapa Māori and te reo Māori lens, including Numbers and Algebra, Measurement and Geometry, Statistics, and Calculus

Recommendations

We do not recommend any changes to the proposal to continue offering a single subject for Pāngarau. This means we would offer one subject, Pāngarau, with 20 credits (4 achievement standards) at each Level of NCEA.

Rationale

As there was no change proposed in Pāngarau, specific mention of the subject was limited. However, as with Pūtaiao, some respondents expressed a desire to see new subject proposals and specialisation within STEM subjects.

The Ministry intends to work with kura and other mātauranga Māori experts to scope out what distinct bodies of knowledge within Pāngarau could be supported as specialised subject(s) from Level 2.