

From: 9(2)(a)
To: [Andrea Schollmann](#); [Mere-Heni Simcock-Reweti](#); 9(2)(a)
Subject: TMOA Framework
Date: Friday, 31 October 2025 6:59:00 pm
Attachments: [image001.png](#)

Kia ora koutou

I've now worked up a full draft of TMOA Framework that is equivalent to NZC, while still recognising that TMOA supports revitalisation of te reo Māori and keeping respective roles of Māori and Crown in relation to mātauranga Māori clear (well I have attempted this anyway!).

Andrea & Mere-Hēni, your review would be appreciated at this point. Particularly in relation to whether I have managed to align with the paper you are drafting Andrea, but any improvements / corrections appreciated.

9(2)(g)(i) [redacted]
[redacted] . 9(2)(h) [redacted]
[redacted] . But I figured it was worth having a think about.

9(2)(a) Pauline said she didn't want this one over the weekend because she already had a stack of reading. I'm not sure when you want to bring KJ and/or Lauren back into this part of it – before it goes to P or at the same time.

[TMOA \(FCPS-Framework\) - working document integrating and organising all raw material.docx](#)

Sorry for the rainbow colours. Blue is NZC equivalent content, Green is TMOA specific from a prior draft of the FCPS and grey is some existing FCPS that aren't really being touched through this process. 9(2)(g)(i), 9(2)(h) [redacted]
[redacted]
[redacted] .

9(2)(g)(i) [redacted]
[redacted]
[redacted] .

For comparison, original draft for TMOA is here: [Tuhinga-hukihuki-Tauāki-Herenga-Marautanga - Policy Statements-08-2024-ENG](#)

And NZC out for consultation is here: [The New Zealand Curriculum | Te Mātaiaho](#)

Ngā mihi
9(2)(a) [redacted]

9(2)(a)

9(2)(h)

Released under the Official Information Act 1982

9(2)(h)



Ngā mihi

9(2)(a)



He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes

Released under the Official Information Act 1982

Sunday, 26 October 2025

26/10/2025 7:52 am

I am going through 'front half' of draft TMoA. While it has most of the content that serves equivalent function to the content for the NZC 9(2)(g)(i) [REDACTED]
9(2)(g)(i)
Just thought I'd pop it here for you to muse on (if you haven't been already) and we can chat about it on Tuesday.

Tuesday, 28 October 2025

Mere-Hēni Simcock-Rēweti 28/10/2025 10:31 am



Yes - I absolutely agree and 9(2)(g)(i) [REDACTED]

Released under the Official Information Act 1982

From: 9(2)(a)
To: [Mere-Heni Simcock-Reweti](mailto:Mere-Heni.Simcock-Reweti)
Subject: FW: NZC & TMOA
Date: Thursday, 9 October 2025 2:09:00 pm
Attachments: [image001.png](#)

I think P was referring to this doc that KJ and I did but not sure

[TMOA-NZC similarities and differences.pptx](#)

9(2)(a)



From: 9(2)(a)
Sent: Thursday, 9 October 2025 7:16 am
To: Lauren Foley <Lauren.Foley@education.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>; Andy Jackson <Andy.Jackson@education.govt.nz>
Cc: Kiritina Johnstone <Kiritina.Johnstone@education.govt.nz>
Subject: NZC & TMOA

I remembered this doc that Kiritina and I did in early 2024 to explain the similarities and differences between NZC & TMOA. See slide 2 and 3 in particular.

[TMOA-NZC similarities and differences.pptx](#)

May be helpful? And may need some more nuance in it.

Ngā mihi

9(2)(a)



*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes*

An aligned curriculum system for a coherent and consistent approach to lifting progress and achievement and better meeting the needs of those currently underserved

AP2 The framework below provides a visual of the components of the curriculum ecosystem that need to be in place and working together in an aligned and coherent way to provide the clarity and support leaders and teachers need to provide the teaching and learning each child and young person needs.

This pack is in three parts:

1. An overview of the curriculum ecosystem (this page)
2. Similarities and differences between Te Marautanga o Aotearoa and the New Zealand Curriculum – this focuses on their underpinnings and what that means for relative investment levels (pages 2 to 4)
3. A progress update on the work strengthening the teaching and learning of literacy, maths, te reo matatini and pāngarau, including realignment of the existing strategies with your priorities (pages 5 to XX)

Effective change and implementation relies on approaches that build trust, cohesion, and consistency and which enable responsive practice while maintaining fidelity with national expectations.

Supports need to be designed to meet the range of needs that exist amongst the workforce, from beginning teachers and principals to those who are more experienced and confident.

This is achieved through:

- using the evidence base on effective change, implementation and adult education when designing approaches
- working in partnership with the education community at all stages of design and delivery, paying attention to the diversity of teacher, leader and school contexts.
- taking action in response to learned through research and monitoring activities, insights and feedback, and emerging evidence.

Support for Students

- System response to students not making progress
- Interventions to provide students with extra support
- Access to experiences beyond the normal classroom programmes
- Common reporting to parents on student progress
- Advice for parents and carers

Curriculum

- What learning matters most
- How learning progresses over time at school
- What progress is expected
- Teaching practices
- How to teach
- What works best
- Assessment and aromatawai
- Understanding each student's progress against the curriculum (including credentialing learning through national qualifications)

Support for Teachers

- Resources and tools
- Resources for teachers, including online hub
- Common assessment tools, including standardized assessments
- Capability building
- Professional learning and development
- Initial Teacher Education
- Access to expertise
- Curriculum leadership
- Specialist workforce

Research and evidence including evaluation and monitoring of outcomes

For any given change, each of these components needs to be considered and addressed to successfully impact on curriculum practice and learner outcomes. The practical implications of strengthening these components may differ across the different pathways, aspects of learning, or teaching capabilities depending on differences in the current state, contexts and priorities. Investment levels will also vary, with significantly more investment needed in literacy, maths, te reo matatini and pāngarau relative to other curriculum areas due to the impact they have on lifelong wellbeing and student success across the curriculum.

Across the whole, design also needs to uphold Te Tiriti o Waitangi | The Treaty of Waitangi, a range of international obligations, and reflect and deliver on a range of education and government strategies. By integrating these into our curriculum direction and supports, it provides one source of direction for teaching and learning that reduces workload for teachers and leaders and reduces variability in how the different requirements are applied to teaching and learning and the design of school curriculum and marau ā-kura.

1

AP2 Similarities and differences between Te Marautanga o Aotearoa and the New Zealand Curriculum

A national curriculum for two learning pathways

The Crown has obligations to support a high-quality education system for all New Zealanders, including Māori. These obligations reflect the established status of te reo Māori and mātauranga Māori as taonga.

New Zealand has two national curriculum documents that schools can choose between:

- **Te Marautanga o Aotearoa (TMoA):** designed for use in te reo Māori language kura and immersion settings, is our framework for growing high achieving Māori citizens with the necessary skills to participate in Te Ao Māori and New Zealand's future economy and society.
- **The New Zealand Curriculum (NZC):** designed for use in English language schools and also used in Pacific language immersion settings, is our framework for growing high achieving citizens with the necessary skills to participate in New Zealand's future economy and society.

There are similarities and differences between the two curriculum pathways

There is much about teaching and learning in the two curriculum documents that is the same. But TMoA must be responsive to students in schools and immersion settings with a designated character based on te reo Māori and te ao Māori, contributing to revitalising te reo Māori and te ao Māori concepts and has a particular focus on te ao Māori as its cultural context. NZC has to be responsive to the full cultural diversity of New Zealanders.

All curricula play a role in transmitting and growing the international knowledge base and that which is particular to their society. TMoA plays a unique role internationally as it is the only national curriculum that transmits Māori knowledge through an immersive Māori cultural context to the next generation, growing citizens of te ao Māori that will continue to grow Māori knowledge.

Work is underway to update both documents and to develop practice models for literacy and maths and for te reo matatini and pāngarau that will become part of school requirements. For the NZC this is the Common Practice Model, for TMoA this is the Ako Framework. These will underpin curriculum supports, including assessment and aromatawai tools, professional learning and curriculum resources.

A large proportion of what underpins the two curriculum is the same, but there are differences

The New Zealand Curriculum and Common Practice Model	Te Marautanga o Aotearoa and the Ako Framework
Science of learning	
Evidence base of effective teaching and assessment internationally and in a New Zealand context (including for students learning the language of instruction and those with disabilities)	
Evidence base on effective teaching for English language learners	International (including New Zealand) evidence base of effective second language acquisition pedagogy and teaching in the context of a heritage language and cultural revitalisation
Insights from the evidence base for TMoA relevant for ākonga Māori learning through the NZC	Mātauranga Māori on effective teaching in the context of te ao Māori, including for disabled ākonga Māori
Evidence base of what needs to be learnt, and when, by all students, particularly in relation to the foundational skills of reading, writing and maths (and pānui, tuhihi and pāngarau in a Māori cultural context)	
Evidence-informed decisions on the skills, knowledge and capabilities all students need to participate and contribute in the world, including those that are particular to the New Zealand context	
Māori informed decisions on what all students need to understand about and from te ao Māori	Mātauranga Māori informed decisions on the additional skills, knowledge and capabilities students need to participate in and contribute to te ao Māori


Outcomes are more positive for Māori learners in kaupapa Māori and Māori medium education settings

- In schooling, the proportion of Māori learners in kaupapa Māori and Māori medium education has grown from 9.6% in 2013 to 12% in 2023.
- Outcomes for Māori learners in kaupapa Māori and Māori medium education are more positive in relation to NCEA Levels 2, 3 and UE. Māori in these settings are also likely to stay in school longer (63.3%) than Māori in English medium education (63.6%).
- A higher proportion of Māori school leavers in kaupapa Māori and Māori medium (88.3%) met the NCEA literacy and numeracy requirements compared with Māori in English medium (76.6%).

2


Slide 1

9(2)(g)(i)

A large rectangular area of the slide is completely redacted with a solid grey fill.

Slide 2

9(2)(g)(i), 9(2)(f)(iv)

A large rectangular area of the slide is completely redacted with a solid grey fill.

Released under the Official Information Act 1982

Similarities and differences between Te Marautanga o Aotearoa and the New Zealand Curriculum cont.

Similar shifts for both pathways are being sought through the curriculum work programme, but historic patterns of support and investment have not provided for equivalent support and quality

From...		To...
A lack of clarity about what needs to be taught and when, and how	NZC & TMOA →	A better balance between local flexibility and national consistency, so that no students miss out on the learning and quality practices they need to progress and achieve, and teachers can confidently deliver effective teaching and learning programmes
A lack of clarity about how best to integrate mātauranga Māori and contexts for learning that come from and are valued by te ao Māori (ie the additional skills, knowledge and capabilities students need to participate in and contribute to te ao Māori) with what we know all students need	TMOA →	Greater national consistency in the approaches used to integrate te ao Māori, so that all students learning through TMOA are growing the knowledge, skills and capabilities to be bilingual and biliterate and stand strong in te ao Māori as well as New Zealand and the world
Leaders and teachers carrying the workload of making sense of the evidence base, finding resources (which may or may not reflect current evidence and/or the curriculum) and designing their programmes	NZC & TMOA →	Leaders have more time to focus on leading learning, including the design of engaging, rich locally-relevant and progress focussed school curriculum (marau ā-kura) and teachers are better able to focus on the art of teaching and responding to their students' needs
Tumuaki (leaders) and kaiako (teachers) carrying additional burdens as large parts of the 2008 TMOA are little more than a translation of the NZC with no thought given to what needs to be different to reflect mātauranga Māori and te ao Māori	TMOA →	Tumuaki able to focus on integration of the contexts and mātauranga that reflect their place, whānau and ākonga when designing marau ā-kura
Variability in the quality of curriculum resources, tools, professional learning and other supports (including for assessment and aromatawai) and how well they reflect the current evidence base (including for disabled learners) and align to the national curriculum	NZC & TMOA →	Teachers and leaders have access to an up-to-date, high quality, national curriculum aligned suite of tools that make it easier to deliver effective teaching and learning programmes that are responsive to students' needs, including students with disabilities
Fewer curriculum resources, tools, professional learning and other supports (including for aromatawai) aligned to Te Marautanga o Aotearoa so tumuaki and leaders create their own or use supports designed for the NZC (as is or self-adapted), detracting from ākonga getting the full benefit that they and their whānau are seeking when choosing a te ao Māori based education pathway and/or restrict access to parts of the curriculum	TMOA →	Equivalent quality and level of curriculum resources, tools, professional learning and other supports (including for aromatawai) aligned to Te Marautanga o Aotearoa so that tumuaki and kaiako carry less burden and ākonga learning through Te Marautanga o Aotearoa can access the full curriculum through te ao Māori and in te ao Māori contexts
Variability in how well curriculum resources, tools, professional learning and other supports (including for assessment) support inclusive curriculum in the context of a culturally and linguistically diverse student population so leaders and teachers create their own or students miss out on the potential benefits	NZC →	Curriculum resources, tools and other supports make it easy for teachers to respond to the cultural and linguistic diversity of their students when they design their teaching and learning programmes

Development processes are designed to recognise the unique mana of TMOA and the NZC while ensuring alignment with national expectations for academic progress and achievement

This includes creating the space for experts in Māori education to design for te ao Māori as their first focus and putting in place processes to ensure equivalence and alignment between both curriculum documents and practice models. This is aided by both curriculum documents and practice models needing to work for Māori ākonga, which means that the NZC and CPM development processes are also informed by experts with expertise in te ao Māori and Māori education, alongside other educational and cultural expertise (including disability).

Both curriculum pathways need investment, although there are opportunities for efficiencies


The costs of developing curriculum tools, resources and professional learning are not substantively driven by volume. For any given product, there are elements that can be shared between the two curriculum and there are elements that need to be developed for each curriculum. To take a standardised assessment and aromatawai tool (e.g. replacement of e-asTTle) as an example:

Technical infrastructure		Common
Assessment, aromatawai and progression functionality		Common
NZC progression	TMOA Tihewa Ako (progression)	Separate and similar cost
NZC assessment items	TMOA assessment items	Separate and similar cost per item*
Analysis and reporting functionality		Common
NZC specific analytical functionality and reports	TMOA specific analytical functionality and reports	Separate and similar cost
Interface appropriate to NZC	Interface appropriate to TMOA	Separate and similar cost
User access charges (if relevant to tool chosen)		Common, but lower cost for TMOA due to volume

* A history of under-investment in TMOA means that there is less pre-existing material which can be updated and more that needs to be newly developed (which is higher cost per item).

Released under the Official Information Act 1982

9(2)(g)(i)



Released under the Official Information Act 1982