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A CRITICAL DECOLONISED AOTEAROA NEW ZEALAND CURRICULUM IN ACTION



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A Critical Decolonised Aotearoa New Zealand Curriculum in Action

Synopsis:

I will share a cross Curriculum Programme Resource (CPR) I have developed that takes Aotearoa New Zealand's unique histories from the Māori origin story, it deliberately unpacks the two Treaty of Waitangi texts and what happened until the 2000s. It is for all level educators, with critical and decolonised teaching pedagogies to meet 21st C student needs in action based in research and evidence. The CPR is a model curriculum for other countries that have attempted to be colonised.

A Critical Decolonised Aotearoa New Zealand Curriculum in Action

In this workshop I will begin with my New Zealand (N.Z.) educational experience of schooling colonially, monoculturally and racistly and how later exposure to Māori struggles for their sovereignty and learning revisionist NZ histories and accurate Treaty of Waitangi information led me on a life pathway of becoming a bicultural and bilingual, political and critical educator for 25 years.

I will share my MA thesis results which identify that the “grand colonial narrative” of N.Z. history is a “standard story” still for most N.Z. educators and they know little of accurate histories about colonisation, little about things Māori, little about the Treaty and little about being Pākehā and generally teach in this ignorance with examples of the “standard story”.

I will clarify N.Z. legal obligations for educators to be Treaty and Culturally Responsible and the minimal and uncritical state resources provided to support educators to do this.

I will critique the current N.Z. colonial generic curriculum with research evidence of what N.Z. junior and senior educators are and are not teaching. Then look at what relevant literature is available for educators and research about how it is used.

I will identify factors that are critical to create a decolonised curriculum and how I designed the curriculum on these.

I will share critical examples of the content in the curriculum and critique “Māori cannibalism”.

I will show the formatting of the curriculum which exposes educators to integrated, collaborative, creative, cultural, critical, political, practical and digital ideas.

Then share the design of the teaching pedagogies in the curriculum that ensures educators are updated but deliberately design their own planning and teaching for their levels with new content.

I will clarify how the curriculum is designed as Professional Development package that education centres have to commit all their staff to read all of the curriculum over a chosen timeframe and then teach off it.

Finally concluding with research that evidences how N.Z. educators currently are not effectively or successfully being Treaty or Culturally Responsible.

Some last reflections on lessons from implementing the curriculum in 50 education institutions since 2016.