



Guidance for Making a Curriculum Submission

Understand the Purpose

A curriculum submission is your opportunity to contribute to the design and direction of national curriculum documents. It allows teachers, departments, and organisations to share perspectives, classroom experience, and sector knowledge to ensure the final version of the curriculum reflects authentic teaching practice in Aotearoa New Zealand.

[Consultation for Year 0 to 10 draft curriculum content - Ministry of Education](#)

Science: [Feedback Form](#)

The Arts: [Feedback Form](#)

Social Sciences: [Feedback Form](#)

Technology: [Feedback Form](#)

Health & Physical Education: [Feedback Form](#)

Learning Languages: [Feedback Form](#)

The New Zealand Curriculum | Te Mātaiaho: [Feedback Form](#)

Preparing Your Submission

Before writing:

- Read the draft curriculum carefully, focusing on your learning area or across your phase and how it represents the essence statements, progress outcomes, and underpinning values.
- Identify key themes that affect your practice: e.g., assessment, integration, mana ōrite relationships, and vocational pathways.
- Discuss collectively with colleagues or within your subject association to gather a range of views.

To help you structure your feedback effectively, we recommend dividing your thinking into three distinct pillars: Structural, Progression, and Content. This approach ensures that your feedback is comprehensive, addressing everything from the "big picture" to the specific details.

Structural Feedback	Progression Feedback	Content Feedback
<p>This section focuses on the framework and architecture of the curriculum. It addresses how the learning area is organised and whether the divisions between subjects or domains are functional.</p> <p>Focus Areas: Knowledge strands, process frameworks, and subject silos.</p>	<p>Progression refers to the "throughlines" of the curriculum, how a student's understanding develops as they move through the phases. This section evaluates the vertical alignment of the document.</p> <p>Focus Areas: Scaffolding, year-on-year growth, and cognitive load.</p>	<p>This section looks at the specific "what" of the curriculum, the actual knowledge, skills, and examples provided within the draft.</p> <p>Focus Areas: Level appropriateness, missing topics, and unnecessary inclusions.</p>
<p>Key Questions:</p> <ul style="list-style-type: none"> • Does the structure (e.g., merging subjects) work? • Is there a lack of "cross-pollination" or shared foundational knowledge between different subjects? • Does the curriculum prioritise specific subjects at the expense of a unified "Core Learning Area" identity? • Is the division of subjects logical and manageable for a school timetable? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Do concepts build logically year-on-year, or is there a "start-stop" feel to the learning? • Are there "progression gaps" where a concept is introduced at Phase 2 but not revisited until Phase 4? • Are complex concepts introduced too late, or are advanced tasks expected before the "basic" foundational concepts have been established in earlier phases? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Is the content set at the right level for the age group, or is it too abstract/too simple? • Are there glaring omissions (e.g., a missing subject or strand) that leave the curriculum feeling incomplete? • Is there "clutter" or unnecessary content, such as the inclusion of specific inventors and inventions, that would be better suited as an optional addendum resource? • Does the content reflect current industry standards and authentic learning area practice?



Structure Your Submission

The Ministry Feedback Forms will ask you specific questions, most questions are optional, answer only what you want.

- Demographic questions (Who you are)
- Learning Area
These questions are asking about the overall structure of the learning area, then questions about the teaching sequence of Phase 1-4
- The New Zealand Curriculum | Te Mātaiaho
These questions are asking about the structure at the beginning of the curriculum, this includes guidance on hours allocation per learning area.

A clear submission includes:

- Introduction / Context
 - Who you are (teacher, HoD, association member, etc.)
 - The context of your teaching (e.g., secondary, technology as a major or minor subject, primary, intermediate, small rural or area school, tertiary, researcher, etc.)
 - Why this consultation matters to you.
- Strengths
 - Identify areas of the draft you believe are positive or promising.
 - Describe why these may work well for your context.
- Concerns or Gaps
 - Note parts of the draft that are unclear, impractical, or inconsistent.
 - Provide examples or experiences from your classroom to explain why.
- Suggestions for Improvement
 - Be constructive and specific.
 - Use bullet points for clarity.

Personalising Your Submission

To make your submission **unique**:

- Write in the first person: use “I” or “we” to reflect your personal or collective perspective.
- Include authentic classroom examples:
 - “In our Year 10 digital technologies class, students design community-focused apps. The proposed progress outcomes don’t yet reflect this type of integrated, student-led innovation.”
 - “Our Year 11 students designed outdoor shelters for a local reserve in collaboration with the council. The current draft doesn’t acknowledge how community partnership projects build both design thinking and citizenship.”
 - “Our Year 10 class explored reducing food waste by designing recipes from surplus produce supplied by a local market. The curriculum could acknowledge sustainability-driven innovation more strongly.”
 - “Year 4-6 students experimented with natural dyes made from harakeke and beetroot, exploring how different knowledge bases can coexist. The curriculum should emphasise mātauranga Māori and scientific process equally.”



- “Students repurposed old desks to design new furniture for a local childcare centre. The current outcomes don’t yet reflect the sustainability and social responsibility aspects of materials work.”
- “Year 9 students designed culturally responsive school uniforms, consulting with whānau to ensure authenticity. The process strengthened design empathy and partnership, which should be more visible in the draft.”
- “Our Year 9 students created short films exploring local histories using interviews with kaumātua and archival footage. The proposed outcomes don’t yet reflect how storytelling and community engagement are central to creative arts practice.”
- “Our Year 7 class investigated how local rivers have shaped settlement and industry, connecting with mana whenua for oral histories. The current progressions don’t yet value local inquiry as much as national narratives.”
- “Ākonga monitored water quality in a nearby awa, then shared their findings with the community. The draft could emphasise science’s role in stewardship and local action.”
- “Our Year 8 class developed a mental wellbeing toolkit for younger students, integrating hauora and peer leadership. This kind of authentic student-led action isn’t clearly represented in the outcomes.”
- Connect to values or vision statements: link your feedback to whakawhanaungatanga, equity, inclusion, or local curriculum design.
- Acknowledge positives before critiquing: this helps your submission read as balanced and credible.
- Vary sentence structure and tone: even when responding to shared prompts, rephrase ideas in **your own words** — avoid copying templates verbatim.
- Add a concluding statement:
 - e.g., “I support the intent of this curriculum refresh and hope that future iterations continue to strengthen practical, hands-on technology learning for all ākonga.”

Submitting Collectively and Individually

- Encourage department or subject group submissions for collective voice.
- Submit individual statements as well, each **unique personal** perspective is counted separately and increases influence.
- If multiple people plan to submit with similar concerns, personalise with:
 - Your region or school context
 - The specific year levels or student groups you teach
 - A **unique** classroom anecdote
 - A distinct emphasis (e.g., sustainability, equity, or assessment clarity)

Checklist Before Submission

- Proofread for clarity and tone
- Ensure each section reflects your authentic voice
- Avoid jargon or unexplained acronyms
- Save a copy for your records
- Submit before the deadline