

NZHTA

NEW ZEALAND HISTORY TEACHERS' ASSOCIATION



NZHTA statement of support for Manatū Taonga/MCH's historical work to be included in the PSA's decision.

30 June 2025

Email to: grace.millar@psa.org.nz

From: **The New Zealand History Teachers' Association Membership**

NZHTA Petition Statement: "We, the undersigned, call upon the Government to stop these proposed cuts to historians at Manatū Taonga / Ministry for Culture and Heritage."

186 responses were received for this petition. 186 of the responses **support this petition.** (Appendix 1)

History and Social Studies teachers and students in Aotearoa New Zealand **greatly value the use of MCH's resources** produced on digital platforms. These include the likes of: Te Ara, NZHistory, DNZB, Te Akomanga, as well as educationa programmes offered at Pukeahu National War Memoria Park. (Appendix 2)

The teaching and learning resources available from these sites are extremely useful in the **delivery of Social Sciences programmes**, and **support student achievement**, by:

- providing a range of accessible materials that support differentiated learning
- supporting a range of accessible historical sources
- providing high quality credible information for planning and resource creation
- providing exemplification of sound, critical, culturally responsive pedagogies

(Appendix 3)

And if that's not enough, here are 99 responses from teachers on the **irreversible impact these cuts will have.**

(Appendix 4)

NZHTA Chair

Craig Thornhill

NZHTA Kaiārahi

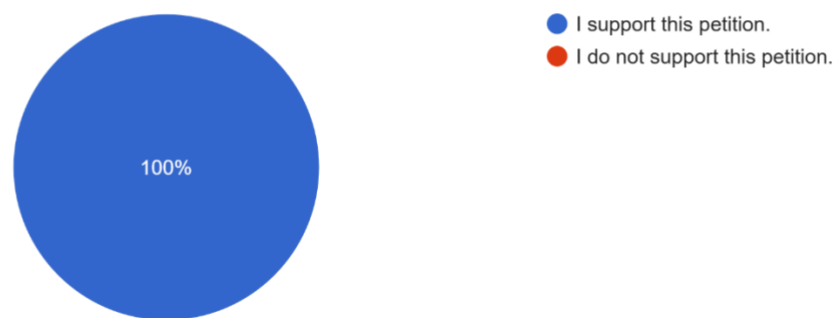
Nick Fitness

Appendices

Appendix 1

NZHTA Petition Statement: "We, the undersigned, call upon the Government to stop these proposed cuts to historians at Manatū Taonga / Ministry for Culture and Heritage."

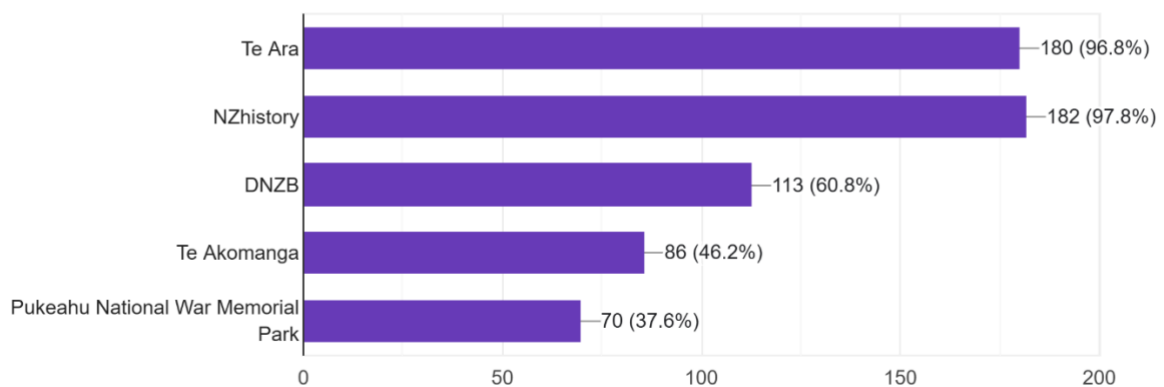
186 responses



Appendix 2

Which of the following have you or your students accessed as part of your teaching and learning programmes?

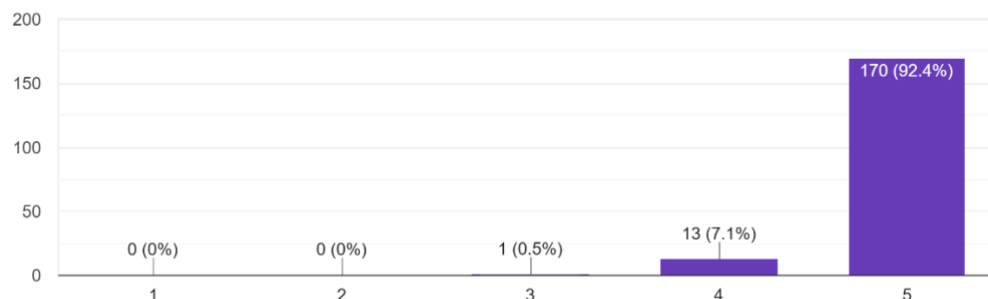
186 responses



Appendix 3

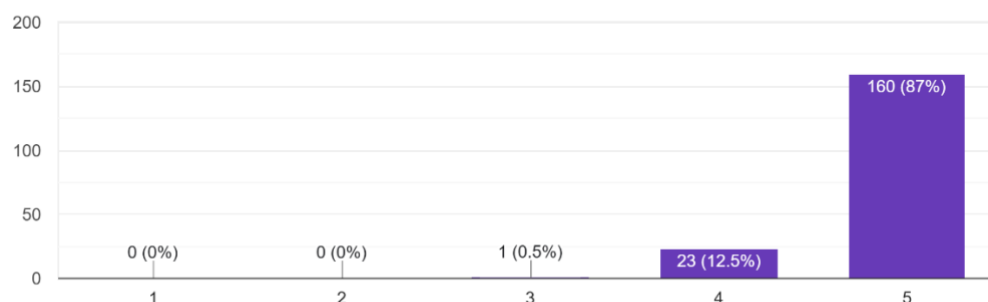
To what extent have you found the teaching and learning resources available from these sites useful in the delivery of your Social Sciences programme? (1) Not useful to (5) Very Useful

184 responses



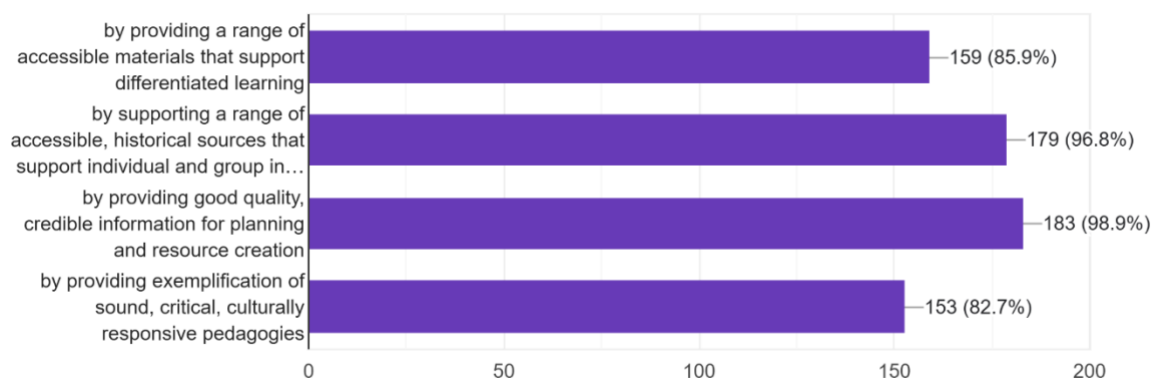
To what extent have these sources supported student achievement in your Social Sciences programmes? (1) Little extent to (5) Large extent

184 responses



How have these resources supported student achievement? Select the following that are applicable.

185 responses



Appendix 4

Am vehemently opposed to these changes, not only on the grounds of their impact on education, but for the wellbeing of the nation.

Many of our assessments require students to find PRIMARY sources. Without Te Ara, NZHistory etc it becomes much more difficult for students to access reliable primary sources. When this is paired with the increase in inaccurate information due to the increasing promotion, reliance and integration of AI, it has become so much more important to promote accurate, reliable and verified information that the public and educators have access to.

This is one of the main websites that is used for student's to complete their research internals. It is one of the main places for students to gain information about NZ History as not many other websites have the level of knowledge needed about NZ History.

Planning of the new curriculum will be much harder without these resources. I have learnt more from NZ history and Te Ara than any PD on the new curriculum I have been to. Actually so heart broken that these sites are at risk of being not updates as their value is so great in education.

It would be a loss of trusted historical information in an information environment that is otherwise so treacherous. It is a loss of local history and there are few alternative sources of this.

NZ History and Te Ara's online material is invaluable. These are the first sites I direct my Year 11-13 students to when they begin NZ-based research. They provide the grounding for understanding, both as a general introduction and for more specific research. Being located in Wellington, I have been fortunate to attend a number of PLD opportunities hosted at Pukeahu and have taken students there. The thought that this will no longer be available is extremely shortsighted.

It is already tricky to find a range of accessible resources for NZ history, these sites are excellent and will leave a hole in NZ education if they are lost or not updated.

These cuts would be a travesty and would significantly disadvantage Social Science students, who use these resources extensively for their critical understanding of New Zealand history. They are used by my Primary School colleagues throughout Northland as a starting point to understand important events, as well as by teachers of students from Years 7-13. These are rich resources, which also incorporate critical thinking exercises, Scholarship History support and primary sources.

NZHistory and Te Ara are core resources that are used by students across our junior and senior social studies courses. We value the implementation of the Aotearoa NZ Histories curriculum and these sources are reliable, relevant, and accessible. Relatively recent additions such as content on the Dawn Raids has enabled us to draw on reliable

sources to develop our own content knowledge as well as having reputable sources to direct students to. Importantly, this content has been complemented by thoughtful, pedagogically sound support for teachers on how to teach about the Dawn Raids.

Putting more onus on the teacher to be the expert. If we want to take them to Pukeahu we will have to give the tour and be all knowing, instead of learning from someone who has years of knowledge about the place and can share this knowledge. Teachers will stop taking students there and then the government will have a glorified skate park with memorials that nobody knows about. NZ History is like the textbook of NZ History, it is the first stop for new topics and for new teachers. Not keeping it up to date or having new ideas and entries is like saying that history is not important and New Zealand History is stopping in 2025. How can we stop funding these source as we are trying to get Aotearoa Histories up and running in years 1-10. Teachers are complaining there are not enough resources to teach this well but you cutting off another avenue for teachers to get information and perhaps new lesson ideas that are crafted by historians. Teachers are crying out for help with this new mandated subject and the government is cutting a valuable resource.

Having direct access to skilled and knowledgeable staff able to support us in planning and delivering real and relevant experiences to support children as young as 6 and 7 to begin to understand and appreciate and value the country and culture they are living in, whatever their own backgrounds. This supports everyone to become a cohesive society and supports individuals to make valuable contributions to the world they live in, as connected citizens.

These cuts will diminish the availability of excellent information, especially with respect to Maori /Polynesian history, which is undervalued and even disputed by certain politicians and their supporters. There needs to be an ongoing revision of NZ Aotearoa history to balance the factual information, which has been too often dominated and written in the past by the colonising powers.

These websites and supportive resources are a critical part of not only History teaching at our school, but indeed all the way down through Junior Social Studies from Year 7-10. They also help give effect to the integration of the Aotearoa NZ Histories curriculum. Interfering with the quality and continuity of these resources would be a tragedy and significantly negatively impact students.

These sources are essential for not only teaching History but all social sciences subjects in NZ. Removing these critical resources is going to impact the integrity of the sources we have available in teaching Aotearoa New Zealand histories.

Kaiako in Wharekura are already overstretched trying to deliver teaching programmes that meet the needs of the curriculum and NCEA assessments, develop taurua's literacy skills, are tailored to the marau ā kura and learning contexts of our communities, and all

in te reo Māori. We rely on these government funded/provided rauemi to support us, so that we can focus on the teaching and learning, and assessments. If we have to return to the days of doing our own private research into historical events, places, people, curating archival material to share with tauira, and translating it all into te reo Māori, then it will break us.

These websites etc invaluable with most entries being at the students' level. very accessible for them to do independent learning

This is impacting children and effectively cutting our resourcing to children. It needs to stop.

As a small country there is a limited number of sources available on most aspects of our history and culture, and in some cases nothing at all. Those sources are often unsuitable for our students because they are too academic or too old to be accessible in language terms, if indeed they can be located. Te Ara and NZ History, in particular, have become the first port of call for NCEA internals and junior research. Their work has been mostly focused on popular topics, quite rightly, and they have given New Zealanders access to their own story in the most effective and economical form. As a country we can be proud of the way they have presented our stories to us and to people of other countries. But there is much more to do. There might be other popular topics if these teams were enabled to continue to reveal our stories in the manner they have been for a generation now. These cuts give the lie to claims that cutbacks will not affect the "front line" of government services. Only the ignorant or purveyors of misinformation would claim that, in the digital age, the work of these historians and their support teams are not an important part of the frontline in the battle to educate our nation. This decision threatens to stop in its tracks one of the best examples of efforts to harness new technologies to enhance both New Zealand's reputation and the education of all its citizens. For more than twenty years all governments have maintained a commitment to this cause and it speaks volumes about the current government's real intentions if it allows this decision to stand. It is no accident that my students insist that Te Ara and NZ History are "trusted" sites, despite my warning that government websites are quite suspect in most countries. It is in the interests of our credibility as a nation that we continue to expand the work of our historians rather than end it. And it is quite odd that we would stop telling stories of our heroes and heroines of all descriptions, while claiming pride in their achievements and happily resting on THEIR laurels.

Will make my job in classroom so much more difficult.

We use all these resources in History and Social Studies. NZ History is one of our most used resources for Assessments and general research. To lose NZ History, would be devastating.

These cuts will have a massive impact - and the government does not seem to have considered that if they remove this resource, there will be a cost for them to provide more resourcing in the future.

This is shocking and a huge shame. At a time when we have made the teaching of our history compulsory, the very sites we use for content are being cut? This is counterintuitive. As a nation, we must have up to date, reliably sourced information available to the general public, and of course, our students.

These websites provide some of the most accessible and reliable resources relating to our national histories. To retain this status, they must be continually updated to reflect the latest scholarship and understandings of the past.

As Arts Coordinator every year I take all of Year Ten from St Patrick's (circa 120 boys) and a similar year group from St Catherine's (circa 60 students) to Pukeahu to learn specifically about WW 1. We also take students of te reo Māori there to learn about specific aspects of the New Zealand wars and about the former use of the lands at Pukeahu as a food bowl for Wellington. In Geography visits we look at the changes to the swamplands, land mass and the courses of the streams. Music students learn about making taonga pūoro. The sculpture park provides an international art and historical perspective for students to think about. This is a phenomenal resource for our students, our teachers and our community, which also offers outreach to schools, who may not be able to travel in. The teaching there at the learning centre with Ricky Prebble is excellent. All of the above topics are touched upon in conjunction with the main theme of the visit. This makes for a very comprehensive trip. Pukeahu resonates with the spirit of Aotearoa. The students go back from their visit they're excited and interested in their country's history. They are engaged and are able to access so much information to follow on from the Pukeahu experiences from the excellent websites that Manatū Taonga /MCH provide. These resources are vital to our teaching. They provide numerous valuable research opportunities and perspectives. They give us our identity. Our youth are on line learners. They need the information to be accessible. Pukeahu is a site of immense significance easily accessed by our Wellington schools and by visitors to our city. It is a duty and responsibility in adherence to the goals of the NZ curriculum and Te Tiriti to retain this excellent resource and other significant on line resources. These show not only respect for the past but respect and hope for the future and all we can continue to achieve. For our students, the community and our voice in the wider world please retain our centre of learning at Pukeahu.

These resources are key to supporting a knowledge rich curriculum in the Social Sciences, particularly History. In an age where misinformation can be rife, it is important that both students and teachers have trusted sources they can draw on to support the development of curriculum and teaching and learning. Cutting these

services at the Ministry of Culture and Heritage is negligent and runs counter to this government's focus on a knowledge rich curriculum.

The continued provision of new materials, and the updating of the existing materials is critical to our day-to-day operating as history kaiako! Cutting these positions is akin to cutting an experienced kaiako from every history department in the motu - they are that valuable to our teaching. Keep these positions!

I use Manatū Taonga resources significantly and frequently for teacher planning as "go to" sources for Aotearoa New Zealand for Social Studies, History and Geography. They are quality, relevant and necessary sources of information. These cuts will impact on my ability to plan effectively to deliver the NZ Curriculum. They are also used extensively by my students, from Year 9 to Year 13.

Limiting resources will limit teachers ability to deliver the curriculum.

I teach junior social studies. I rely on the currency and information provided in Te Ara all the time. I don't use NZ History as much with my students, but I use it to educate myself.

Our students at our Kura access Te Ara and NZ History on a daily basis, without these websites being maintained, the delivery of the NZ curriculum in Social Studies would be impacted. We use these websites to implement the new curriculum and as literacy resources for the students to access and develop their skills. In senior history, the students use their websites to complete their research internals, without them, they would not be able to learn NZ based history and we would need to use overseas websites and topics.

Teaching Aotearoa New Zealand histories will be impacted by the loss of these great taonga.

I am disappointed that this resource will not continue to grow and develop. The resources being collated are valuable in supporting the Social Studies Curriculum and I have used within my Geography and English teaching in the Senior School as well. The resources are usually accessible for my students and having such a range supports students being about to use and analyse historical sources.

These resources/sites are invaluable as a Social Studies/History/Social Sciences teacher. They provide excellent and reliable information that akonga can access. The resources are also varied - not just written information but interesting and (sometimes) interactive visual sources as well. I would be very disappointed and angry if the government decided to cut funding to this sector.

These resources are especially useful for educators and those of us newer to New Zealand to be able to find quick and reliable resources on subjects of interest for our History assessments at the senior NCEA levels as well as in primary and intermediate /

junior college levels for Aotearoa New Zealand Histories. I have used resources from all these sites in lessons/teaching, for background knowledge for me to teach, to better understand teaching of NCEA Historical concepts, and also students have used them for their NCEA internals. If you want an educated and literate society, who knows their own history, you need to consider making sure you have NZ and Māori voices, researchers, historians, and educators curating and supporting our curriculum. This is especially true with all the changes that seem to come every year.

All good

We are an isolated school and access to historic and cultural institutions is difficult and expensive. The MCH websites are an absolute lifeline for all our Social Sciences and historians. Te Ara is the first stop for many Social Studies projects. NZ History is used extensively by student historians for research and assessments. It would be a catastrophe for these websites to no longer be updated, given the frequently changing educational assessment and curriculum parameters. They are the rock in a river of misinformation and uncertainty.

My year 9's have started this year in Social Studies with a visit to the Pukeahu Education Center with Ricky Prebble - our ākonga have really connected with Ricky's korero and insight to the history and social events of Te Whanganui-a-Tara. These proposed cuts to Manatū Taonga would be taking away the experiences of learning in the environment away from our ākonga. The NZ History website has a wealth of knowledge of Aotearoa that should be added to, not stunted because the government is trying to fix a deficit by reducing the resources available to kaiako and ākonga therefore further crippling the education system and the workload of kaiako

This will be incredibly detrimental to all teachers - these resources are a key part of our curriculum.

The proposed cuts to Manatū Taonga / Ministry for Culture and Heritage will have a profound and deeply negative impact on teachers, students, and the wider public who rely on high-quality, accessible, and trustworthy historical resources. Here are several key areas of concern for educators and learners: 1. Loss of Trusted, Curriculum-Aligned Content Resources like Te Ara, NZHistory, Te Akomanga, and the Dictionary of New Zealand Biography (DNZB) are cornerstones of New Zealand's history education. They are written by professional historians and tailored to meet the needs of both educators and students. These sites: Provide curriculum-aligned materials for history and social sciences. Offer perspectives that honour te ao Māori and reflect the Treaty of Waitangi. Are trusted by teachers because they are non-commercial, scholarly, and New Zealand-specific. Without updates or ongoing curation, this content will become increasingly outdated and potentially irrelevant for future curriculum changes. 2. Erosion of Aotearoa's National Storytelling The cuts will result in the loss of experts whose job is to

document and interpret Aotearoa's shared and contested histories—including crucial topics such as: The experiences of the 28th Māori Battalion. New Zealand's role in international conflicts like the Vietnam War. Stories of migration, colonisation, and resistance that shape our society. Reducing historical research to such a degree sends a message that these stories do not matter. It undermines national identity and reconciliation efforts. 3. Damage to Bicultural and Inclusive Education Websites like Te Ara and Te Akomanga are at the forefront of presenting bicultural and inclusive historical narratives, providing access to iwi perspectives, reo Māori content, and kaupapa Māori frameworks. These are essential for: Teaching the Aotearoa New Zealand Histories curriculum. Ensuring equitable education for Māori learners. Supporting teachers—especially those without deep backgrounds in history or te ao Māori—to deliver rich, responsible content. These resources are not easily replaceable. Commercial or crowd-sourced alternatives do not offer the same rigour or cultural safety. 4. Impact on Professional Development and Student Inquiry Without ongoing updates, educators lose a dynamic resource for: Professional learning—keeping teachers informed with current historiography and pedagogy. Student inquiry projects—giving students access to reliable sources for NCEA, IB, and other research-based assessments. It also removes opportunities for students to engage in civic learning and critical thinking by connecting the past with contemporary issues. 5. Undermining Public Access to Democratic Knowledge These websites are free, public, and accessible to all, levelling the playing field for learners in rural, low-decile, or under-resourced schools. Ending updates is a step toward increasing inequity in education and reducing public access to scholarly knowledge. Final Thought: These cuts are not just budgetary—they are ideological. They reflect a diminishing commitment to the public good of history, to truth-telling, and to equipping future generations with the knowledge needed to shape a just and informed society. Educators should absolutely raise their voices. Our history—and the way we teach it—deserves better.

The Pukeahu Education Centre has been an invaluable EOTC resource for WHS and other local schools. The historians there teach in a way that cannot be achieved in a regular classroom setting, with knowledge and passion that engage the kids 100x more than a normal classroom lesson. Alongside this, we know that History, and our perception of it, are constantly changing. Removing the ability for these resources to be maintained and updated freezes them in a state where they may eventually be outdated, incorrect, and embarrassing. There are no alternatives to these resources that meet the exact needs of a Social Studies class the way these do. Losing them will have long lasting consequences on our faculty and our students.

As an American who did not grow up with knowledge of Te Ao Māori, I frequently use Te Ara to ensure I am well informed about NZ History from all perspectives. This resource helps me to be culturally responsive and supportive of the Māori students in my classroom.

Reduces the effectiveness of teaching and learning

These are VITAL and NECESSARY. A generation will grow up without knowing about their past. This is a TRAVESTY.

We are working hard to develop critical thinkers—students who can question, explore, and understand the world around them so they can actively participate in shaping a just and informed society. Cuts to history education fundamentally undermine this goal. By defunding history, we risk allowing revisionist narratives to take hold, where selective or biased versions of the past go unchallenged. This not only limits students' ability to engage with multiple perspectives, but also fosters a narrow, closed-minded worldview. History should empower students to think critically, not condition them to accept simplified or distorted versions of the truth.

This is one of the few reliable sources of information about our heritage. It is so important to tell our stories.

A research inquiry standard is part of the NCEA history portfolio of standards at level 2 and 3. We (teachers in our history department) encourage our students to complete this standard as it develops the key skills of history and for life in general: understanding how to select good, reliable sources and explaining how these sources provide accurate answers to the questions being asked. This skill of finding strong information and assessing the value, authenticity and accuracy of information sources is a vital skill for life in the 21st century. It is a strong skill to have for employment in a knowledge-based economy. As an online school, we have centres around the country. We do not have libraries around the country that are resourced for our students to undertake research into history. Te Ara, DNZB and NZHistory are our library: our core set of texts that our students access as they learn about topics, plan their research, and provide a standard to compare to other sources as they develop their understanding of texts. If we are unable to say that these sources are up-to-date and accurate, this would be an enormous loss to our students at all NCEA levels of history. It would certainly have a negative impact on our ability to support our students to complete these standards and on the ability of struggling students to achieve these standards. Please consider that these archives are education resources in daily use. Please reconsider these cuts.

One of the key benefits of these resources is that we know they have been written by people who are well-qualified in this space and are updated when new evidence comes to light. If these sources are not well-maintained or updated we will be less likely to use them in the future.

Cutting support to these valuable resources will put our akonga at a significant disadvantage when it comes to social studies and history based studies.

These sites are our go to places for every unit we teach in Social Studies and History. I expect people from other countries use these sites as well because they know that they are reliable. They are also informative and well written. No other NZ History site compares with them.

This will be absolutely dreadful for kura which are not in main centres and can not readily access museums or historical sites especially in relation to the new standards. It makes it even worse now that National Library have reduced so many of their resources. How on earth are students meant to find the material that is accessible to them if these sites are reduced or removed. So shortsighted.

This will have a very real impact for our ākonga with engaging in current, relevant and age appropriate information, particularly around New Zealand's history and connections to international historical events. I'm extremely saddened by the short-sightedness of removing funding to these crucial educational resources.

Teachers would be impacted by having to spend huge amounts of time in producing other resources and students would suffer as they would miss out on valuable resources information about NZ history and heritage. If this government doesn't value NZ history and heritage don't deny students from it.

This will have an enormous impact. It is getting harder and harder to navigate the internet through ads and AI, these sites are some of the last credible historical sites that focus on New Zealand history! It is a vital resource not just for history, but for social science too! Getting rid of them would be doing harm I don't think we have the ability to calculate yet

with the introduction of the compulsory Histories curriculum, Kaiako, many of whom who have not had formal Social Science training, have been required to teach an expansive History curriculum. Such Kaiako especially have relied on these essential sources, turning to them time and again as a staple for pedagogical guidance, lesson planning, and resource creation, while students engaging in historical inquiry use them as credible, accessible and foundational texts. We absolutely can not afford to lose them, we cannot afford to leave them to stagnate and we cannot afford to lose the wealth of knowledge and expertise in the team that have developed, cared for, and maintained them.

You are creating further work for an underfunded and overworked teaching community as teachers will work so hard to get their resources as credible and as wide ranging as those found on the sites. These sites are student friendly and accessible to our students.

Very disappointing

My L3 students were horrified when they heard there were going to be funding cuts to these services. I use these for my research when developing units and they are regularly used by students for their research and assessments.

Another impact of these cuts is the potential for reduced consistency across schools in accessing up-to-date, evidence-based information and support. Without centralised resources or coordinated professional development, schools may be left to interpret and implement curriculum and pedagogical changes on their own. This creates variability in teaching quality and student outcomes, especially in communities with fewer resources. Students in lower-decile or rural schools may be disproportionately affected, widening the equity gap further.

The cuts will endanger the momentum in student interest and engagement in studying Aotearoa's histories by limiting the access and exploration of sources that help us build core knowledge and develop the interest and skills that feed on-going interest in the narratives and debates around our shared histories.

As a Social Studies and History teacher I found these websites invaluable. They allowed me and my students access to reliable accurate information. Always the first port of call for the research standards. Cut to these services will negatively impact on student engagement and achievement.

These sources provide key information for teachers/educators and there are few who are well resourced to step into the breach. Also, the Ministry of Education has not provided quality or key resources to support teachers in implementing the new curriculum and the new Level 1 History standards. Not continuing these resources will negatively impact curriculum design, implementation of new and exciting programmes, and may hamper students' success in NCEA assessments as these sites provide quality primary and secondary sources. These websites allow teachers greater flexibility to meet the needs and interests of their students, which supports cultural responsiveness as pedagogy.

To put it quite simply, these cuts will destroy these programs. Our school has one of the biggest history depts in the country and our several hundred students use these websites all the time. That is not even including the 15 classes of year 9s and year 10s who also use these services to complete assessments and expand their learning. I do not understand why/how anyone would ever think it would be a good idea to ever restrict the knowledge of our past to those who will shape its future. This cannot be the legacy of any government and I feel shame that this would ever be considered. Surely 2,000,000 can be found to help our rangitahi continue their journey with easy access to this knowledge.

Te Ara centres Te Ao Māori alongside Western narratives. It: Prioritises Māori voices and concepts Uses correct te reo Māori terms and tikanga Recognises iwi and hapū perspectives as authoritative.

These resources make it possible to teach History and the Aotearoa NZ History Curriculum to Akonga. Without them, and the scholarly academic work of the historians who create them, our educational programme for all of our social sciences programmes would suffer immeasurably. Please do not proceed with these cuts.

Losing these resources would remove students' access to sound historical documents and understandings. These websites are incredibly useful and have supported my own teaching and learning immensely.

The inability to have accessible materials such as these being added, updated, etc. will have a direct impact on student learning. These materials are used as the base for resource investigation, and therefore are integral materials to teaching the skills of History. While AI has benefits, the lack of resourcing in these sites (proposed) will make it difficult for students to learn from and expand on their knowledge through reputable sources. These are fantastic launching pads for further learning deep dives. They also help support teachers who have limited knowledge, but find themselves in the Social Science departments because of school management decisions (i.e. non specialist teachers are using these to inform their delivery of learning). We need these.

Nzhistory is the foundation for any NZ teaching topic. I remember before it was created. Many teachers shied away from teaching New Zealand history as finding accessible and creditable information was tricky. It is the first stop I go when I'm researching new topics, and is the first stop students go for their research. It is vital this amazing source continues to be supported and updated. I also want to highlight the importance of the education centre at Pukeahu, and the invaluable support for teachers and outstanding programmes offered by Ricky Pebble. His expertise has been particularly important for primary school teachers who are still coming to grips with the Aotearoa NZ Histories curriculum as they lack training in the discipline of history. These cuts are short-sighted, and will negatively impact on teaching profession.

Our school has so valued working with Ricky. he is so knowledgeable. he helped us bring our local history alive.

Their ability to access reliable sources in order to achieve the goals set out in the NZC will be dramatically limited.

As a special ed teacher I support the rights of all, to have access to these resources.

Why? As a nation we have only recently begun to explore our nations History. Why would steps be taken to reduce this effort.

These resources are essential for our ākonga to have access to -they need to be able to access reliable NZ resources that they can understand and use effectively which these services provide. NZ history is an integral part of our Social Studies and History curriculum so having accurate NZ resources is vital .

We take our Year 10 students to Pukeahu every year to work with Ricky Prebble. He has been incredible, tailoring work for the students to enhance their learning and give them the opportunity to learn outside the classroom. I have also taken Year 11 students there for other topics and I know he does school visits. I have also had PLD opportunities with him and his colleagues and they have been brilliant and relevant. In teaching NZ History, where else are we going to go? The Govt has a duty to honour the deal it made with the Pasifika community over the Dawn Raids by collecting and preserving the history of NZs history.

I just find it absurd that after promoting NZ histories the government would think it's a good idea to stop updating these sources. The NZ History website in particular is used every term by my students.

trust worthy sites to let students search on for accurate information

You actually can't put a dollar value on having access to reliable, local information.

The Students will need to rely on less reliable history for their assessments and this may affect their grades.

My departments (in multiple schools) have used the resources for all purposes above and it would be a huge loss to no longer have these supports. Also, I love using these with my students as I think one of the best aspects of them is how they are written and presented. They have access to information at the forefront which means no matter what age you are, it is easy to obtain the knowledge you need. In particular for students, as they are appropriate for a range of ages and levels, use visuals really well to support what is written. I would hate to lose this resource and return to less interactive resources or have to rely on out of date or ones written by those without the experience or knowledge needed to do so well.

This year marks the 80th anniversary of the cessation of WWII - the world's largest war in history. It is important that we learn about and try to understand our past to inform our present and future and this world war is only one example. Websites such as the 28th Maori Battalion digital archive are not just educational tools - they are taonga tuku iho that connect students, especially Maori students, to the legacy of their ancestors. The site gives voice to Maori perspectives that have long been marginalised in mainstream narratives. It enables our rangatahi to see themselves in the stories of courage, service, and sacrifice. Additionally, online repositories like this are an accessible way to bring primary sources and iwi narratives into the classroom. Losing this would widen the

already significant equity gap in historical education. We are finally starting to teach Aotearoa NZ histories in ways that are inclusive and historical accurate. Gutting the very platforms that support this work undermines this progress. Our taurira deserve better. Our tiipuna deserve better. Our history deserves better.

The altering of this will have a huge influence on student engagement in our curriculum area. Student accessibility & achievement, rich resourcing for teachers and the use of culturally responsive resources for various subjects and topics.

The loss of so many education key roles in this space as well as online platforms will have a ripple effect on the quality and accessibility of teaching resources, information and the support made available to both learners and educators. These sites and roles are essential for preserving and promoting the value of historical knowledge and funding should be reinstated.

I am always hesitant to rate something highly, but the resources provided by Manatū Taonga are fundamental to guiding and supporting our Social Sciences programmes. They provide access to New Zealand's history by consolidating them into a few reliable sources. As a New Zealander, I have learned more about the variety of New Zealand's history through Te Ara and NZHistory than through any other source. As a teacher of History, Social Studies, and courses that combine aspects of the Social Sciences curriculum, I have used all of these sources to guide my planning, provide primary sources and summaries of the events we are looking at. It has saved me time; given me a deeper understanding of the topics I teach and could teach; and allowed me to quickly identify and rectify any limitations of the information provided because it has come from one source that I know well. Every student I have ever taught has accessed these resources: the amazing teaching by the educators at Pukeahu and Nairn Cottage; the class readings of Te Ara and NZHistory; the individual access of these and DNZB for assessments. How does the government expect us to teach New Zealand history if teachers and students are not given accessible resources? Where do they expect students go when conducting research or gathering information for their assessments? MoE has shown they are clearly disinterested in providing us with resources to support our teaching and learning. Without the resources provided by Manatū Taonga, we will inevitably revert to American- or British-centric content. Where there is easy-to-access, up-to-date, understandable information, there are teachers and students looking for guidance. Manatū Taonga is that for New Zealand.

These resources are vital in maintaining quality critical thinking and accurate academic scrutiny when it comes to Aotearoa New Zealand History.

The sources are accessible for all learners and their use has resulted in increased achievement levels particularly for priority learners. They are engaging, relevant and students know they can be relied upon when finding out about New Zealand's History.

These cuts threaten to undermine student learning, weaken access to Māori historical resources, and further marginalise te ao Māori in education and society. I urge the Government to reverse the proposed cuts and instead invest in the critical work of Manatū Māori to support education, cultural preservation, and the equitable success of Māori students. A strong, well-resourced Manatū Māori benefits not only Māori learners, but all New Zealanders by building a more just, informed, and unified society.

I use both Te Ara and NZ History websites/resources with year 9 and 10 Social Studies classes and senior History classes. They are both vital resources in my own planning and resource development as well as students' own research/inquiry. Any cut to funding would have a much larger effect than has been evaluated. I would hate to see these affected by funding cuts. We are located in South Otago (lower South Island) so although the Pukeahu park is not right on our doorstep it is also an amazing resource for student to learn about our nation's history and significance.

The Social Sciences curriculum area is already crying out for centralised, high quality, resources. These websites are essential for quality teaching and learning - we need more rather than less.

In a world of AI and a wealth of misinformation/disinformation, these platforms represent a place where students can trust they are receiving reliable accurate information with New Zealand at the centre of focus. They are student friendly and I don't know of any other platforms that have the same value in class for the teacher and student.

Teaching at a large rural secondary school these resources have been invaluable to my teaching and learning program. The students can access history resources that are not readily available to our kura. It is also really important that in a time of so much mis or dis information, that as teachers we have sources we know we can use that are valid and reliable historical sources. Cuts to these services only widen the equity divide between rural and urban schools.

In an age where media literacy is low and forgetting our history means moving into a future of racism and division, these resources are VITAL for all people of Aotearoa New Zealand to be kept up to date and new information added. These are some of the few sites which are easily accessible to students and adults with lower literacy, with detailed and easy to understand information, primary source materials, and fairly comprehensive coverage. To lose them or have them frozen in time will be a major loss.

Living in a rural area without access to good public resources e.g. town library (we do have a branch library, but this level of support and resources is not supported). This will impact greatly on both student achievement and enjoyment of the social sciences, and teacher access to quality resources. It is appalling that this is thought to be a good idea!

We need a variety of research opportunities for students to learn about inquiry and investigations. We need flexibility, when choosing resources and designing learning programmes in History, to care for diversity and sustain high interest.

The cuts will have a very serious impact on the ability to keep sites like Te Ara and Dictionary of New Zealand Biography up to date. These are essential resources for our University students doing research on New Zealand topics.

We're a small country; almost all of the information available to students on the internet comes from other countries and concerns other countries. My fear is that any cuts to what is being provided and maintained by the MCH will only weaken the ability for students to find reliable, credible information from qualified and verified experts in NZ History. This potentially opens the way for less discernment, less reliable information, more misinformation and disinformation being accessed, believed, and shared because there is nothing to counter it, and an overall weakening of the social fabric and shared values that uphold our country's stability and security. We are the only country in the world that has a stake in New Zealand history; this cannot be left to others to do. The planned cuts are a total abrogation of the government's responsibility to our nation and its history.

Those of us in rural areas have a desperate need for access to these resources if we are to continue offering Social Science subjects. They are imperative.

A range of lessons and assessment are based in the information provided by Manatū Taonga, without them, teacher workload will increase and student access to reliable and accurate information will be cut.

We bring our class to Pukeahu War Memorial and Ricky always caters the learning to exactly what my students need and even caters to where our school is. The students loved the class visit there and the critical thinking it helped them with. We would like to continue visiting Pukeahu to access their educational programme.

Losing access to this taonga will have an irreversible negative impact on teachers and students across Aotearoa. Sites like NZHistory are a vital link to accessing history sources. Stop this short sighted cost-cutting nonsense.