



PPTA TE WEHENGARUA ANNUAL CONFERENCE 2022

UPDATES ON THE NCEA CHANGE PACKAGE AND MORE: DO WE NEED A PAUSE?



PPTA Te Wehengarua | PO Box 2119, Wellington 6140 | p. +64 4 384 9964 | e. enquiries@ppta.org.nz
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RECOMMENDATIONS

1. That the report be received.
2. That PPTA Te Wehengarua should advocate for a pause on the Review of Achievement Standards, both in terms of the development and implementation, to allow for curriculum alignment.
3. That PPTA Te Wehengarua advocates that the focus of the NCEA Review for the next few years be on Mana ōrite mō te mātauranga Māori, cultural responsiveness, literacy & numeracy and localised curriculum in the existing teaching, learning and assessment programmes.

1. INTRODUCTION

- 1.1 Back in the pre-Covid times, a new government undertook a courageous programme of reform in education. Kōrero Mātauranga in May 2018 saw stakeholders across the motu come together to find consensus around what we wanted our education system to look like.
- 1.2 The review of NCEA had already begun, with a legislative requirement that it should be underway by December 2018. Guiding PPTA Te Wehengarua’s work in this space was the final of Judie Alison’s 17 papers on NCEA - *NCEA Review 2018 – an opportunity for change*.¹
- 1.3 At the 2017 conference it was agreed that PPTA Te Wehengarua’s input into the NCEA Review should be guided by the eight criteria for an educationally valid qualifications system that had been developed originally by the 1997 Qualifications Framework Inquiry, Te Tiro Hou. These eight criteria had been confirmed by annual conference in 1997 as being the basis for a qualifications system that could be endorsed by PPTA Te Wehengarua.
- 1.4 By the time the NCEA change package was announced in May 2019, the governing principles of the review neatly matched those of PPTA Te Wehengarua.

PPTA Te Wehengarua’s 8 criteria	NCEA Review’s 5 principles
Manageable	Wellbeing
Inclusive	Equity & Inclusion
Fair	Credibility
Clear Constructive Motivating Cumulative	Pathways
Coherent	Coherence

- 1.5 The change programme announced had 7 key system shifts identified²:
 1. **Make NCEA more accessible**– zero fees, fewer barriers for learners with disabilities and learning support needs.
 2. **Equal status for Mātauranga Māori in NCEA** - develop new ways to recognise mātauranga Māori, build teacher capability, and improve resourcing and support for Māori learners and te ao Māori pathways.
 3. **Strengthen literacy and numeracy requirements and assessments** - ensure students with an NCEA have functional literacy and numeracy skills that will ready them to transition into tertiary education or the workplace.
 4. **Fewer, larger standards** - new achievement standards and resources will be developed to replace existing standards and ensure the qualification achieved credentials the most significant learning in a learning area or subject.

¹ [NCEA review 2018: an opportunity for change \(ppta.org.nz\)](https://ppta.org.nz)

² [What is the NCEA Change Programme | NCEA \(education.govt.nz\)](https://www.education.govt.nz/ncea/changes-programme/)

5. **Simplify NCEA's structure** - credits can no longer be carried over to the next level and resubmissions will only be allowed where they take students from a 'Not Achieved' grade to an 'Achieved' grade. Sixty credits are required to pass each NCEA level.
 6. **Clearer pathways to further education and work** - develop a Vocational Entrance Award to clearly signal when a student is ready to transition into higher level vocational education and strengthen vocational pathways through NCEA.
 7. **Keep NCEA Level 1 optional**
- 1.6 Some of these changes, such as the removal of all NCEA fees including scholarship, were able to be implemented immediately. Others, such as the resubmission rule change, had a longer lead time.
 - 1.7 This paper provides an update on the NCEA Change Package, the Curriculum Refresh, incorporating the redesign of Te Marautanga o Aotearoa (TMOA), and the Reform of Vocational Education (RoVE) work programmes.
 - 1.8 It is no surprise that these work programmes represent some big shifts in content knowledge, pedagogical practice, and systems across all education sectors, with the secondary sector being particularly hard hit. The increase in workload across the sector as the development, consultation, and piloting ramp up, is significant.
 - 1.9 PPTA Te Wehengarua is on record supporting the changes in principle, as it looks forward to:
 - reduced workload over time for teachers and students;
 - more equitable access to learning opportunities;
 - more explicit honouring of Te Tiriti o Waitangi through Aotearoa New Zealand's Histories curriculum; and,
 - a greater emphasis on mana ōrite mō te mātauranga Māori.
 - 1.10 PPTA Te Wehengarua considers that raising concerns about the impact of changes on unnecessary increases to workload for teachers or about anything that might challenge equitable outcomes for students is part of its business-as-usual approach when representatives of the Association front up on various Ministry of Education working groups and committees (see Appendix A.). However, it is now time to consider a firmer approach in advocating for a pause to the Review of Achievement Standards work in order to address our ongoing concerns.
 - 1.11 **Navigating this paper**
The following sections provide detail of each of the major workstreams over the past 12 months giving importance to the enormity of the work being undertaken and providing a record for members. The rationale for advocating for a pause can be found in section 10.

2. REPHASING ANNOUNCEMENTS

- 2.1 It is fitting to note here that there have been several rephasing announcements that have relieved some of the pressure in the system.
- 2.2 On 10 November 2021, the Minister of Education announced a 'resetting' or 'rephasing' for the New Zealand Curriculum (NZC) Refresh, Aotearoa New Zealand's Histories, Te Takanga

o Te Wā and the NCEA Change Programme to support the sector.³ This meant moving out the timeline for the implementation of the Review of Achievement Standards (Level 1 implementation moved to 2024) and the Curriculum Refresh (a stretching out of development and implementation timelines). This was to acknowledge that:

“during 2021, teachers, learners and communities...continued to manage their way through COVID-19 uncertainty and disruption, and their wellbeing is a key priority for government.

The rephrasing of the NCEA Change Programme ensures that our teachers, students, whānau and communities have the time they need to understand and be involved in the programme.”⁴

- 2.3 The delay to the implementation of the Aotearoa New Zealand Histories curriculum was to support schools and kura with an extra year to access the resources they needed and would have funding to involve iwi and hapū in developing region specific information. The new content would start being taught from 2023.
- 2.4 There was no change to the redesign of Te Marautanga o Aotearoa as the phasing of learning areas will be aligned to the redesign process around the Te Tamaiti Hei Raukura conceptual framework.
- 2.5 The timing of the implementation of the new literacy and numeracy/te reo matatini me te pāngarau co-requisites for NCEA have been a concern for PPTA Te Wehengarua for some time. We have been acutely aware of the importance of all teachers being able to support the development of literacy and numeracy skills of all students across all subjects and recognising that there are some significant system and pedagogical shifts needed, we have not been convinced that the sector would be ready by 2023. The announcement by Associate Education Minister Tinetti on 28th June 2022 that the mandatory implementation of the Literacy and Numeracy co-requisites for NCEA would be delayed until 2024⁵, was received with great relief. In response to Minister Tinetti’s announcement, President Melanie Webber had this to say: *“Secondary teachers support the new standards. They are a significant step towards ensuring rangatahi leave school equipped with basic literacy and numeracy skills. But they must be tested and evaluated adequately so they work. The new timeline is a great help in that regard.”*
- 2.6 PPTA Te Wehengarua takes the resetting of all timelines as wins, having advocated strongly for these decisions over a number of months.
- 2.7 A summary of what the resets mean is provided in the tables that follow and useful links (including timelines) in Appendix B at the end of this document.

³ <https://www.beehive.govt.nz/release/schools-kura-and-early-learning-given-space-build-back-covid-19>

⁴ <https://www.nzqa.govt.nz/about-us/news/rephasing-of-the-ncea-change-programme/>

⁵ [Government listening to sector on NCEA | Beehive.govt.nz](https://www.beehive.govt.nz/government-listening-to-sector-on-ncea)

2.8 What the rephasing means for the NCEA Review:

NCEA - Te Marautanga o Aotearoa (TMOA)	
What stays the same?	What changes?
<ul style="list-style-type: none"> Pilots for Literacy and Numeracy / Te Reo Matatini me te Pāngarau standards Pilots for Te Ao Haka with implementation in 2023 	<ul style="list-style-type: none"> Pilots become mini-pilots for one year followed by full pilots (L1 mini 2022 and full 2023) <ul style="list-style-type: none"> NZC subjects: single mini pilot in '22, five schools for each mini- & full pilots: 40 placements across wāhanga ako, 10 additional placements for Te Reo Rangatira (3-year commitment) Te Reo Māori mini- & full pilots: commitment for three years for the ten kura/schools involved.
<ul style="list-style-type: none"> Development timeline (SEGs) for NCEA L2/L3 continues as planned with slight changes only 	<ul style="list-style-type: none"> Full implementation start date for NCEA L1 now 2024, L2 2025, L3 2026

2.9 What the rephasing means for the Curriculum Refresh:

What stays the same?	What changes?
<ul style="list-style-type: none"> Redesign of <i>Te Marautanga o Aotearoa (TMOA)</i>: phasing of learning areas will be aligned to the redesign process around the Te Tamaiti Hei Raukura conceptual framework. Refresh of the English and the Mathematics & Statistics learning areas in 2022, supporting the upcoming mathematics and literacy strategies. 	<ul style="list-style-type: none"> NZC: Aotearoa New Zealand's histories, Te Takanga o Te Wā: new content to be implemented from 2023, (although schools/kura can implement earlier) Refresh of other learning areas reset by one year: Science, the Arts, Technology learning areas refreshed in 2023. Learning Languages, Health & Physical Education learning areas moves refreshed in '24.
<ul style="list-style-type: none"> 'bicultural and inclusive' curriculum progressed in 2022, rather than being spread through to the end of 2023. This includes a refreshed Vision for Young People. phasing of the development of the Record of Learning has been aligned to the refresh of the curriculum, with the first release planned for 2024. 	

2.10 What about further resets or rephasing?

- 2.10.1 At PPTA Te Wehengarua's July 2022 Leadership Summit in Christchurch, it was heartening to hear Minister Hipkins acknowledge the time, energy and focus that all these changes will require. He also commented that progressing the changes at speed over the past 2.5 years would have been irresponsible and could have pushed the sector to breaking point. He emphasised the need to be realistic in expectations, and that timelines may have to be pushed out again, stating that he "would rather do it right than do it in a hurry and get it wrong". He also committed to working with us, acknowledging that the sector has the knowledge and expertise to get it right and that the best outcomes won't happen if the workforce kept being loaded up "when you are just struggling to keep your heads above the water". This last comment was made in specific reference to the impact that the third year of the Covid-19 pandemic was having.

- 2.10.2 When asked what his top priorities would be if he were a principal heading into the second half of 2022, his response was that while different schools will be at different places e.g. with some schools just wanting to get on with the ANZH curriculum, the number one priority is to get (your)selves and students through the challenges ahead – as the second half of the year may be bumpier than the first and the change programme has to come second to all of that.
- 2.10.3 PPTA Te Wehengarua needs to hold the Minister to these comments and it is for this reason that the recommendations in this paper are put forward for the consideration of the membership.

3. NCEA REVIEW PROGRESS

3.1 NCEA Level 2 and 3 subjects

3.1.1 The final subject lists for NCEA Level 2 and 3 were released on 30 September 2021. Te Marautanga o Aotearoa has two new subjects: Te Reo Pākehā; Toi Whakairo. The following subjects are deferred for development at a later date: Hangaru Matihiko; Hākinakina; Mau Rākau; Raranga. For New Zealand Curriculum subjects, there is a net increase of six subjects to 56 (given the loss of Latin and the absorption of Generic Technology and Calculus into other subjects).

- Changes include
 - Music split into two subjects
 - Agribusiness and Business Studies to become two separate subjects
 - Visual Art reduced to two subjects (from three)
- New subjects
 - Mau Rākau; Outdoor Education; Whaiora; Gagana Tokelau; Vagahau Niue; Pacific Studies; Tourism; Computer Science; Agribusiness
 - Some subjects have also had name changes.

3.2 Review of Achievement Standards

3.2.1 The 2021 mini-pilots for NZC L1 were the test for the piloting process and many ‘piloteers’ were surprised by the depth of changes required to the teaching and learning programme (via the Learning Matrices) as well as the assessment programme. Teachers reported that students were more engaged with the learning and enjoyed the variation in the non-exam assessments. There has been some concern that those students involved in 2021/2 mini-pilots for Level 1 will not continue to benefit from ongoing improvements to their programmes once the mini-pilots are over.

3.2.2 The 2021 Te Ao Haka mini-pilots included all three NCEA levels. Level 3 students were able to have their learning recognised for UE, and schools worked in clusters which supported the kaiako to develop their understanding of the teaching and assessment processes. The Ministry will be acting on feedback received to ensure that ākonga and whānau voice are better represented in future pilots as well as helping all stakeholders realise the potential of the skills gained from Te Ao Haka.

3.2.3 Four NZC mini-pilots are occurring in 2022 for L1: NZC subjects; Te Marautanga o Aotearoa (TMoA) subjects; Te Ao Haka; and Literacy and Numeracy/Te Reo Matatini me te Pāngarau. More than 360 schools are taking part. The Ministry of Education has reported to us that the mini-pilots in schools are going well and schools feel well-supported (via online portal Te Aka). This is similar to what we've been hearing.

- PPTA Te Wehengarua has asked the Ministry to:
 - i) update the sector on mini-pilot findings as they go and
 - ii) keep a close eye on the expectations of increases to teacher workload.
- PPTA Te Wehengarua is keen to ensure that the Ministry of Education sticks to its word that the out-of-synch development of the Learning Areas (under the Curriculum Refresh) does not create major issues for the senior levels of the curriculum where it is likely the Learning Matrices (from the Review of Achievement Standards) will become the default curriculum at Years 11, 12 and 13.
- PPTA Te Wehengarua would like to hear from members involved in mini-pilots particularly in TMoA, given the number of kura that have withdrawn from the pilots in early 2022 and the extra pressure that has been on Kaiako Māori.

3.3 NCEA Level 2 development

3.3.1 There will be 67 subjects being developed at NCEA Level 2 with 11 from Te Marautanga o Aotearoa (TMoA) and 56 from the New Zealand Curriculum (NZC).

3.3.2 The first group of NZC subjects is well underway with much of the material to be made available at the TOD 6 in August 2022. The second group started mid-year and the final group of subjects is yet to begin. PPTA Te Wehengarua is concerned that those subjects due to begin later in the year (including those that don't have a presence at level 1) won't have sufficient development time and opportunity to engage with the sector before mini-pilots are run in 2023.

3.3.3 The development of the new kaupapa ako Māori subjects follows a longer delivery timeline to allow sufficient time to work closely with experts and kura.

3.3.4 Mini-pilots of all TMoA NCEA Level 2 Wāhanga Ako and NCEA Level 2 Te reo Māori will be conducted in 2023. In 2024, full pilots of all TMoA NCEA Level 2 Wāhanga Ako and all NZC NCEA Level 2 subjects will be conducted ahead of the implementation of all NCEA Level 2 Wāhanga Ako and NZC subjects in 2025.

3.3.5 See Appendix B for a link to the list of subjects being developed at Level 2 for both TMoA and NZC.

3.4 NCEA Literacy (reading and writing) and Numeracy co-requisites

3.4.1 Mini-pilot schools have reported a range of concerns from the logistics (enrolling SAC students in paper version, ensuring all laptops are charged, allowing sufficient time for the assessments) to the technical (on screen short cuts, barely visible dropdown menus) and inability to support learners' next steps as the pilots haven't received individual student work back from the assessments. In the TMOA space, there has been a cluster-based approach to the mini-pilot process and there

have been opportunities to incorporate texts from local iwi with the portfolio assessment option for Te Reo Matatini.

- 3.4.2 While we welcome the pedagogy guides that are available in some subjects to support teaching and learning there would need to be more available prior to these standards becoming mandatory. In addition, many of the Common Assessment Activities across the mini-pilots contain redacted material adding to concerns about insufficient support for quality delivery of these standards.
- 3.4.3 More than 360 schools took part in the pilot which focused on literacy and numeracy as a co-requisite to NCEA. But two-thirds of New Zealand students failed the test, with the pass rates for writing only at 34.5 percent, and reading at 66.9 percent.⁶
- 3.4.4 PPTA Te Wehengarua does recognise that the mini-pilots were more about testing the method and looks forward to the results of the first main pilot for 2022 - due at the end of August.

3.5 Accord Teacher Only Days

- 3.5.1 Phase two materials were the subject of the third TOD in August 2021 and the local curriculum the focus of the fourth day in November/December 2021. Due to pressures from lockdowns and the end-of-year, members report great variation in not only the focus of these days but also in the way staff engaged e.g. some schools sent staff in smaller subjects to meet with others from neighbouring schools on different days. The Ministry have allowed for more flexibility in the timing of the final four days (all to be held in 2022).
- 3.5.2 Schools and wharekura can choose the focus/topics of each day to best suit local circumstances. All resources will be made available on the Ministry of Education's Learning Management System.
- 3.5.3 Schools can also choose the dates when they will hold their four Teacher-Only Days. However, the chosen dates must fall within each of these two-week windows:
TOD 5: May 9 to 20
TOD 6: August 15 to 26
TODs 7 and 8: November 21 to December 2 (MoE, NCEA website)
- 3.5.4 Schools across regions have been encouraged to co-ordinate with each other as they need to, although there has been variability in experiences between regions.

⁶ <https://www.newshub.co.nz/home/new-zealand/2022/07/experts-say-nz-children-are-facing-school-postcode-lottery-neurodivergent-kids-at-most-risk-after-shocking-ncea-pilot-results.html>

4. CURRICULUM REFRESH PROGRESS

- 4.1 This work is progressing in leaps and bounds and PPTA Te Wehengarua now has better representation at the highest level on the Curriculum Advisory Group (CAG) through an SPC member, after pressure from the President, SPC and SPANZ. In addition, another SPC member represents PPTA Te Wehengarua on Pou Arataki. This group's main purpose is to develop the content that provides clear guidance to schools and kura on how to bring to life the national curriculum within unique local community contexts.
- 4.2 While aspects (such as making the links to biculturalism, inclusion and Te Tiriti more explicit) have been a key focus of recent work alongside finalising the vision for young people (to ensure all students can see themselves in the curriculum), the main update in this space is the implementation of the Te Takanga o Te Wā in Te Marautanga o Aotearoa and Aotearoa New Zealand's Histories (ANZH) in the NZC.
- 4.3 The final content for ANZH was released in March 2022 and is available for use in schools that are ready to do so, with all schools expected to be planning for implementation from term 1, 2023. Under the solid guidance of Graeme Ball (NZ History Teachers' Association, seconded to lead the implementation of ANZH), teachers will have many opportunities to engage with the big ideas and content of this new subject. One of the critical aspects of both Te Takanga o Te Wā and Aotearoa New Zealand's Histories is marau ā-kura (local curriculum) and how to:

interpret and present Te Marautanga o Aotearoa and The New Zealand Curriculum to ākongā in kura and schools, making it relevant to their current and future lives – their strengths, aspirations and needs. Kura and schools shape their marau ā-kura and local curriculum by collaborating with ākongā, parents, whānau, hapū, iwi and their wider community. The purpose of the marau ā-kura | local curriculum is to be explicit and intentional in delivering teaching and learning to meet the needs and aspirations of ākongā and their whānau.

- 4.4 At the 2022 PPTA Te Wehengarua Subject Associations' Forum, attendees were reminded that the structure of the ANZH curriculum would be adopted as each of the learning areas is 'refreshed' with the UNDERSTAND (big ideas) - KNOW (context -national and local) – DO (practise, how your discipline functions) model being the same across all learning areas. PPTA Te Wehengarua heard again the concerns of the sector that this is not a straightforward 'refresh' and it was noted that the Ministry of Education do recognise the value of seconding teachers (like Graeme) to support the development and implementation of all learning areas.
- 4.5 In relation to the importance of the ANZH and embedding mana ōrite mo te mātauranga Māori in all curricula, PPTA Te Wehengarua also noted the following:
- Recruiting and retaining kaiako Māori is critical. Māori-specific performing arts and other developments, while exciting, are pulling kaiako Māori in many directions;
 - The complexity of being a national organisation (subject association) supporting mahi at local/iwi level. MoE advice is to work through the regional offices and schools can also try working within their Kahui Ako.
 - Reciprocal approach very important in the journey; and
 - Many (but not all) iwi have education-related strategic plans.

5. REFORM OF VOCATIONAL EDUCATION (ROVE) AND THE VOCATIONAL ENTRANCE AWARD

- 5.1 The Reform of Vocational Education's overarching aim is to strengthen pathways through secondary school and NCEA to higher-level vocational education and training (VET), including in the workplace. RoVE is well underway with the Workplace Development Councils (WDCs) and Te Pūkenga now operating but will take some years to come into full effect. PPTA Te Wehengarua supports the seven key changes in principle and is well represented in the three sector groups: the ongoing Pathways Advisory Group as well as two newly formed groups: Māori Pathways Advisory Group (MPAG) and the skill standards and 'national curricula' sector working group.
- 5.2 NZQA is working with the recently formed Workplace Development Councils to co-design the process for the skill standards and 'national curricula. The sector working group mentioned above is developing skill standards and 'national curricula examples, a skill standard and 'national curriculum' template, and giving input to guidance for the development, approval, delivery and quality assurance. Specialist teams have been established by each WDC to stress test the working principles and skill standard components by developing worked skill standard examples. The sector working group have also started kōrero around the opportunities 'national curriculum' could provide to learners, industry and providers. The development of skill standard and 'national curriculum' proposals is expected to be completed at the end of June.
- 5.3 Our key consideration, as always, is how the changes will be impacting on schools, teachers and of course ākonga. There are numerous moving parts with changes to names, roles, functions and relationships; it's a lot to get your head around. PPTA has asked for sector-facing, overarching timelines and simplified messages to support members in navigating yet another massive overhaul to a critical part of the education system.
- 5.4 In brief, some of the challenges noted to date are:
- by December 2022, all Transitional Industry Training Organisations (TITOs) will have transferred their arranging training functions to other providers such as Te Pūkenga, private training establishments (PTEs), and wānanga. Over time, schools will need to form relationships with these new bodies.
 - The improved vocational education and training provision will include both skill standards and national curricula standards that will require some challenges for timetabling.
 - There are still perceptions that VET learning is not as important as traditional or academic pathways.
 - Current arrangements are not fit for purpose in Māori medium settings
 - Keeping pathways open for students for as long as possible before specialising is a difficult balance and needs to be highly individualised – such flexibility doesn't exist in the system at the moment.
 - Timelines for the RAS development and development of skill standards and national curricula are different. The introduction of a Vocational Entrance Award will need careful mapping with existing subjects and the work of the RAS (e.g. with tourism) as will consideration for impact on hybrid courses.

- Ministry plan to finalise the high-level design of a VE Award by mid-2022. They will then move into the detailed design phase, including preparing for some prototyping of the Award from 2023 with a small number of WDCs, schools and kura. The ongoing concern from PPTA Te Wehengarua is why the award is being designed without the standards being ready.

5.5 In the meantime, both the Teacher Education Commission and NZQA websites do provide the in-depth detail of what is happening. Those with the time and fortitude can also sign up to newsletters.⁷

6. PPTA TE WEHENGARUA MEMBER VOICE

6.1 The 2021 PPTA Te Wehengarua’s member survey yielded responses from some 734 members across all questions (a response rate of 18%). The responses to the questions about the NCEA Review and Curriculum Refresh are interesting to note here:

- a third of members saw no long-term workload reduction in the NCEA changes although the fewer, larger standards and simplification of the structure were each seen by a third of members (not necessarily the same third) offering an opportunity for workload reduction longer term.
- when responding to the question of supports needed for the implementation of NCEA changes, a majority of members identified more and better exemplars, subject-specific regional teacher only days and more non-contact time.
- members were less familiar with the intended changes from the Curriculum Refresh
- with regard to the confidence of members to integrate Aotearoa New Zealand’s Histories into their subject, a quarter of members thought it did not apply to them or their subjects (which will include senior leaders and others without a specific subject); and a little over half of the rest have some confidence.
- in order to assist with implementing the Curriculum Refresh, access to exemplars was the main support members were requesting although about half identified timetabled PLD, more non-contact time and access to external expertise as also being important.

7. OTHER THINGS WE ARE KEEPING AN EYE ON

7.1 Since 2016, NZQA has maintained a ‘Digital First’ approach to assessment. NZQA has been steadily moving more of its assessment practices to a digital environment with digital trials, pilots, practice assessments, submissions and marking. NCEA external digital assessments have increased from 21 to 25 subjects offered over Levels 1 to 3.

- In 2021, 75% of students surveyed reported that doing their practice exams digitally was a positive experience.
- In 2022 digital practice exams (content provided by subject associations) will be offered in 11 subjects at Levels 1 to 3.

⁷ [RoVE News | Tertiary Education Commission \(tec.govt.nz\)](https://www.tertiary.govt.nz/news/rove-news)

- In the NCEA Review pilots Te Ao Haka is leading the way with all of its external assessments being digitally assessed in 2021.
- PPTA Te Wehengarua notes, as a result of the increase in digital assessments, that there is a huge amount of pressure on schools to manage not only the IT but also the venues and staffing to administer these assessments.

7.2 PPTA Te Wehengarua is keen to ensure that students are not disadvantaged by this move to digital assessment and that the principle of authenticity of the evidence-gathering method is maintained.

- The impacts of Covid on teaching, learning and assessment. We have heard that members' schools have employed a range of strategies to 'get ahead' of any possible disruptions early in 2022 such as
 - reducing the number of internal assessments offered across subjects
 - moving assessment dates as appropriate to support students to achieve credits earlier in the year

7.3 NZQA has provided Principal Nominees with a *refreshed Pukapuka Aratohu | Handbook Assessment in Uncertain Times* to support some of these decisions.

- At the regular meetings of Secondary Qualifications Advisory Group, attendees are updated on a number of work programmes from across NZQA and the Ministry including how NCEA results fare in light of the UEGs; the NCEA change package and the Review of Achievement Standards; NCEA implementation readiness (from 2021 pilots in four subjects). From the attendees we heard that:
 - Some learners at Year 12/13 are not returning despite the UEG results – many in employment – supporting families (particularly in Northland).
 - Staff absences mean plenty of rostering year levels home -this experience varied across the motu.
 - Inequities remain for some – devices everywhere but lagging internet and/or lack of space at home mean many students still struggle when not face to face at school.
 - 'Hybrid' teaching/learning not well understood – need clear message that it's NOT about teaching face-to-face AND online synchronously
 - Increasing pressure on Principal Nominees.

8. ACKNOWLEDGING THE TENSIONS

8.1 When representing PPTA Te Wehengarua, members and staff are often faced with a range of tensions that cover both personal and professional spaces. Representatives will take to the meetings their own views on education, biases and interpretations of the world, the experiences of their own school settings as well as a degree of understanding about where the Association sits regarding a particular issue under scrutiny.

8.2 As mentioned earlier, PPTA Te Wehengarua currently has representatives involved in a number of groups to support the development of the Curriculum Refresh, the NCEA Change package and the Reform of Vocational Education. Some of the professional tensions that arise in these meetings include:

- how to represent the diverse nature of the teaching population and promote teacher agency. For example, with the more deliberate incorporation of teaching of Mātauranga Māori knowledge across all levels of teaching, learning and assessment programmes, and the implementation of Aotearoa New Zealand’s Histories (ANZH) curriculum:
 - the range of experiences, knowledge, and views that the wider membership will bring along with the range of professional development needs that will therefore need to be addressed;
 - the need to whakamana the knowledge and expertise of Kaiako Māori while at the same time protecting them from unrealistic expectations of colleagues and schools;
- how to acknowledge the need for some centralised decision-making (that include resources and PLD) vs the desire to have unique local solutions to curriculum implementation and PLD;
- how to respect the autonomy of schools while enabling teacher agency;
- how to support the need for continuous improvement in teaching, learning and assessment programmes, while being firm about the impact on teacher workload of too many changes happening at once; and
- how to navigate some of the design, pedagogical, and content debates. For example:
 - the Understand-Know-Do model of the ANZH curriculum that might work for some subjects but might not work for learning areas that come later in the development work;
 - the lack of clarity around how ANZH fits with the current core subject of senior Social Sciences;
 - the decision about whether ANZH should sit under social sciences learning area or be woven through all learning areas/ subjects;
 - the potential (not yet researched) benefits for some cross-curricular collaborations with the new ‘Understand/Know/Do’ model while acknowledging the risk of superficiality for the sake of output creation;
 - the inevitable changes (or alignments) that will need to be made because the changes associated with the NCEA Change Package have taken place before the Curriculum Refresh work;
 - the discrepancies and potential mismatch between the Big Ideas of the Curriculum Refresh work and Significant Ideas underpinning the Review of Achievement Standards (RAS-NCEA) – the latter becoming the default curriculum for the senior levels of the curriculum, due to the fact that the Curriculum Refresh is stopping at Year 10;

8.3 This is not an exclusive list of the mahi our representatives are involved in, and the tensions that are being navigated; nor does this paper come close to giving all the detail of all the developments that are happening with the redesign of Te Marautanga o Aotearoa, the Refresh of the New Zealand Curriculum, the NCEA Change Package, and the Reform of Vocational Education. However, it does highlight some of the heavy lifting that is being done on behalf of the Association currently.

9. CHANGES WITHIN THE MINISTRY OF EDUCATION AND MINISTERIAL RESPONSIBILITIES

- 9.1 Te Tāhuhu o te Mātauranga (The Ministry of Education) announced its new structure in 2021 along with an overview of its design⁸. Te Mahau is the new name for what was previously called the Education Service Agency, under which sits the Curriculum Centre or Te Poutāhū. Over time, according to the first issue of their newsletter⁹, Te Poutāhū is the centre from which schools can expect to receive much of their support at a local level, including an alignment of the Curriculum refresh, the redesign of TMoA and the NCEA change programme -.
- 9.2 Another change we saw in mid-June 2022 was the expansion of Jan Tinetti's Associate Minister of Education role to include School Operations encompassing Te Mahau and curriculum issues (NCEA change programme, the curriculum refresh and literacy and numeracy). Having a former principal (albeit a primary one) in the hot seat offers us increased opportunities for connection with the Minister's Office although Minister Tinetti had already reached out to our members through the first of what will be ongoing webinars (May 17th, 2022) and a meeting with two Northland Regional Chairs.

10. ADVOCATING FOR A PAUSE OF THE REVIEW OF ACHIEVEMENT STANDARDS

- 10.1 This paper recommends that PPTA advocate for a pause on the Review of Achievement Standards, both in terms of the development and implementation, to allow for curriculum alignment.
- 10.2 The RAS or Review of Achievement Standards began as scheduled in 2019, with the focus on shift 3 (fewer, larger standards). This piece of work was considerably bigger than the realignment that had occurred following the introduction of the new curriculum in 2007. The work began with an exercise within the Ministry that picked out the 'key learning' in each subject area, then had the Subject Expert Groups (SEGs) map the assessment backwards.
- 10.3 Even in the early days of the SEGs, there were concerns with this process. Not helping was the increasing sense that the new standards were being looked upon as a lever that would achieve shifts across the system.
- 10.4 Mana ōrite mo te mātauranga Māori is being 'baked in' to standards, and therefore needing to be visible in teaching and learning programmes, however not all schools are at the same position in their journey. Teachers and schools need time to build on iwi, hapū, whānau relationships, to grow in their knowledge of and to incorporate te ao Māori respectfully, and appropriately, into teaching, learning and assessment programmes.
- 10.5 Meanwhile, what had started as an investigation into Curriculum, Progress and Achievement had veered considerably from the initial suggestions of the Ministerial Advisory Group and

⁸ [Establishing Te Mahau within Te Tāhuhu o te Mātauranga | The Ministry of Education](#)

⁹ [Te Poutāhū | Curriculum Centre Update | Issue 1 | Education Bulletins](#)

what had been described as a Curriculum Refresh was looking increasingly like a Curriculum Rebuild. Those who had been here before sounded the alarm bells about the potential difficulties of a curriculum change happening *after* an assessment system change. The fear was that we could end up in a space where, once again, the standards became the curriculum by default in senior secondary. Messages seeping out of the Ministry about ‘curriculum stopping at year 10’ didn’t help ease concerns.

- 10.6 At the same time, what had always been a huge ask of the sector was being increasingly disrupted by Covid. SEGs were forced to delay and shift online. As mentioned earlier, after extensive lobbying in 2021, the review timeline was pushed back so that the new standards for NCEA Level 1 would be in place from 2024 rather than 2023. Further lobbying this year saw the literacy and numeracy co-requisites moved to align with the other standard changes.
- 10.7 As we have progressed through 2022, it has become increasingly evident that these delays may not be enough to keep the sector afloat in what is a tsunami of change. At the most recent Secondary Principal’s Council hui a whiteboard exercise, seeking to prioritise areas of focus for schools, identified 31 separate pressures on school leaders.
- 10.8 Meanwhile, the stresses of living in an increasingly uncertain world are having an impact on our ability to make good decisions and find creative solutions. All of these things can appear equally important, but we must focus in on what will make the most difference to students.
- 10.9 With the additional weight of Covid, we must be judicious about what our energy is spent on rather than trying to do everything all at once. This pandemic is not yet over, and Peter Gluckman’s recent report *Unprecedented & Unfinished: COVID-19 and Implications for National and Global Policy* takes a 5 year lens.
- 10.10 Developing a new assessment system in the midst of a global pandemic is not going to provide us with the best outcomes. This doesn’t mean that the NCEA review is for naught though. All bar one of the shifts identified can continue without the RAS.

1. **Make NCEA more accessible**

We have already removed all NCEA fees including scholarship fees. The application process for SAC has been simplified. New standards will be written to be more inclusive from the start, but some small modifications to existing standards could address this now.

2. **Equal status for Mātauranga Māori in NCEA**

One of the greatest outcomes of the NCEA review has been the creation of new subjects such as Te Ao Haka. Development of these subjects with the assessment and learning guides for Māori education should continue. These can continue to act as pilot models for the rest of the system.

While in our ideal final system te ao Māori and mātauranga Māori will be built into many more achievement standards, NCEA is flexible enough to allow their inclusion in the existing system, and certainly to begin to be better incorporated into the teaching and learning programmes as confidence grows in how this might be realised in all classrooms.

3. Strengthen literacy and numeracy requirements and assessments

Development of the co-requisites can and should continue as a key focus. Achieving 20 credits in these will resolve the issue of 'carry over' credits.

4. Fewer, larger standards

Cannot occur.

5. Simplify NCEA's structure

Making NCEA 60 credits at all three levels with the literacy and numeracy credits as a co-requisite removes the confusion over the 20 credits able to be carried over from a lower level.

Clear guidance, as to how many credits a student should enter each year, can be given without waiting for the RAS which will effectively force this change.

The resubmission rule has already been changed.

6. Clearer pathways to further education and work

The development of a new vocational entrance award is constrained by the timelines of the Reform of Vocational Education, and the mahi being done by the Workforce Development Councils and their skill standards. While clearer pathways are required, it is difficult to create a pathway where you are uncertain what the destination looks like.

7. Keep NCEA Level 1 optional

This is already happening with many schools dropping Level 1 assessments.

10.11 This is not a paper advocating for a halt to all change in the system. We know we need change in order to be able to support the young people we have in front of us. Many of our members are excited about the change coming, but there are equally many who are not ready for it. By delaying the RAS and concentrating focus on the development of teacher capacity around literacy & numeracy, cultural responsiveness, localised curriculum and te ao Māori we might be able to navigate our way through this storm without the boat sinking beneath us.

A. PPTA Representation

- **Curriculum Advisory Group (CAG):** SPC member
- **Pou Arataki:** SPC member
- **Curriculum Voices Group (CVG):** Four representatives (Two from Exec, one from SPC, one Advisory Officer).
- **Accord sub-group -Teacher Only Day:** Three representatives (one from Exec, one from SPC, one Advisory Officer).
- **Pathways Advisory Group (PAG):** Two representatives (one from Exec, one Advisory Officer).
- **Māori Pathways Advisory Group (MPAG):** Two Advisory Officers.
- **Skill standards and 'national curricula' sector working group.** One member representative
- **Secondary Qualifications Advisory Group (SQAG):** Three representatives (one from Exec, one from SPC, one Advisory Officer).

B. Useful links

Curriculum Refresh: <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/new-zealand-curriculum/>

NCEA Review: Rephasing information 10 November, 2021

<https://www.nzqa.govt.nz/about-us/news/rephasing-of-the-ncea-change-programme/>

Level 2 Development subjects

<https://ncea.education.govt.nz/ncea-level-2-development>

BOTH Curriculum and NCEA infographics/timelines

[Curriculum and assessment changes – Education in New Zealand](#)

Te Takanga o Te Wā and Aotearoa New Zealand's Histories

<https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealands-histories-and-te-takanga-o-te-wa/>

Accord Teacher Only Days: <https://ncea.education.govt.nz/teacher-only-days>

Pilots: <https://ncea.education.govt.nz/ncea-pilots>

PPTA Te Wehengarua (have your say)

<https://www.ppta.org.nz/advice-and-issues/new-page-2/>

Literacy and Numeracy

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>

<https://ncea.education.govt.nz/literacy-and-numeracy/numeracy/learning>

Pedagogy Guides:

<https://ncea.education.govt.nz/literacy-pedagogy-guides-lpgs>

<https://ncea.education.govt.nz/numeracy-pedagogy-guides-npgs>

Transitions of Industry Training Organisations

<https://www.tec.govt.nz/rove/wdcs-and-ito-transitions/>

Skill Standards and 'National Curriculum' design process

<SSandNC-codesign-engagement-plan-and-work-programme.pdf> (nzqa.govt.nz)

Curriculum Leads:

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/curriculum-leads-wellbeing/meet-the-curriculum-leads/#sh-Aotearoa%20NZ%20histories>