

Curriculum and Assessment Change

Supporting subject associations

PPTA Te Wehengarua Subject Associations' Forum

Thursday 20 April 2023

What we'll cover today



Teams in Te Mahau and Te Poutāhū working together to support the sector



Brief updates from change programme

SPEAKERS	
Curriculum Update	Karen Spencer
NCEA Change Update	Terry Fenn
NCEA Implementation	Mere Davis
Questions and answers	All +
Reform of Vocational Education	Jayne Dujic
NCEA Learning Area Leads	Liz Reinsfield

Te Poutāhū and Te Mahau

The metaphor of Te Whare o te Mātauranga, is the central theme for our organisation design. *Te Tāhuhu o te Mātauranga is the central ridgepole.*

Te Mahau is the porch and entryway. Our enabling groups support the whare from within.

Five parts of Te Mahau

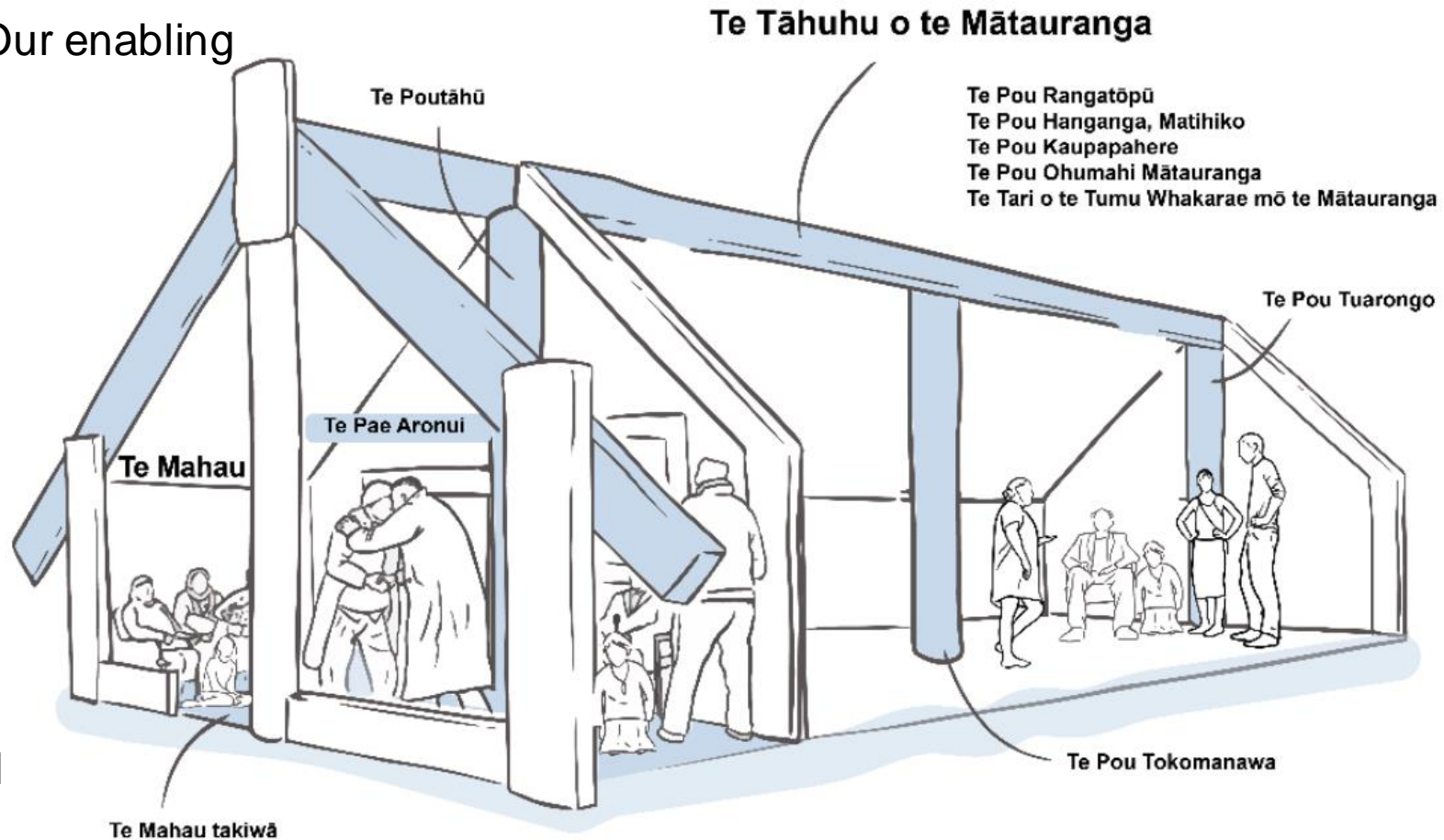
Three takiwā:

Te Tai Raro (North), Te Tai Whenua (Central) and Te Tai Runga (South)

Te Poutāhū (Curriculum Centre)

An upright pillar supporting our whare. Sets the direction for what and how ākonga are taught, and resources to support quality teaching.

Te Pae Aronui helps drive a focus on equity and providing expert support and services into the regions.



Curriculum and Assessment Change

Supporting implementation across Te Mahau

Change is supported by our people across Te Mahau:

- Refresh of *The New Zealand Curriculum*
- Redesign *Te Marautanga o Aotearoa*
- NCEA Change
- Common Practice Model for literacy and maths

Nationally based support for the changes

Regionally based support able to work with you
and your schools through targeted or guided
implementation activities



Understanding priorities



We want to provide you with clarity around what to use and when.

A key focus of all changes is to give effect to Te Tiriti o Waitangi and be inclusive to meet the diverse needs of ākonga.



Better support for ākonga to develop literacy and numeracy and understand their progress and pathways to further education, employment, and training.



For NCEA course planning – continue to use the 2007 NZ Curriculum in combination with the NCEA Learning Matrices.



Focus on progression – clear about the learning that matters for ākonga. Both depth and breadth in the learning



Become familiar with the refreshed learning areas as they are made available – in ways that best suit your current planning and capacity.

NZCR and NCEA combined timeline

2023	2024	2025	2026	2027
Te Mātaiaho				
Social sciences				
Aotearoa NZ Histories				
Mathematics and statistics				
English				
	NCEA Level 1 (Years 11 - 13)			
	Sciences			
	Technology			
	The Arts			
	Health and physical education			
	Learning languages			
			NCEA Level 2 (Years 11 - 13)	
				NCEA Level 3 (Years 11 - 13)



Required

Not required

NZCR Update

Refreshing The New Zealand Curriculum

17 March – 12 May: We are currently seeking feedback on *Te Mātaiaho*, the refreshed curriculum framework as a whole and specific feedback on three curriculum components:

- Mātairea – supporting progress
- Mātaioho – school curriculum design and review
- Mātaiahikā – connecting to place and community

We also want to know how ready your school feels to start responding to *Te Mātaiaho*, and the usefulness of available supports and resources.

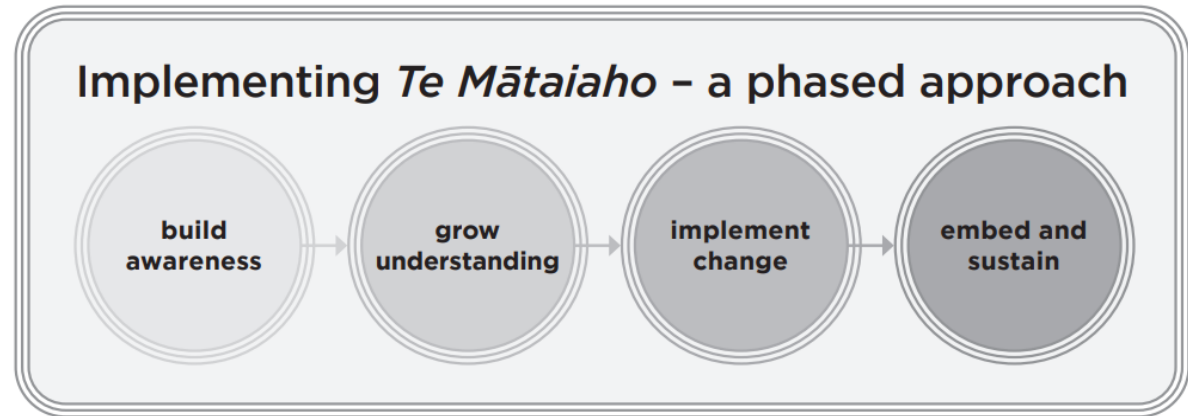
The **Teacher-Only Day 1** activities support awareness-raising, engagement and feedback on the draft.



More information can be found here: <https://curriculumrefresh.education.govt.nz/>

Our change journey

- Everyone is at a different stage in their refresh journey.
- Take time getting to know and understand the implications of the refreshed content before seeking to make changes.



- Strengthen from where you are now using the existing expertise of your ākonga, their whānau, your colleagues and your community.
- Use 2023 – 2027 to phase change steadily over time.
- Today is an opportunity to start, or continue, the journey together.

Overview: Suite of supports

Leading Local Curriculum Guide

– to support leaders to implement *Te Mātaiaho*

Teaching Guidance/ Modules

– to support teacher practice for each Learning Area

Teaching Resources

– classroom resources to help teachers design learning in each Learning Area

Funded PLD

Regionally allocated & national PLD initiatives

Te Mahau

Regional Ministry supports & engagements

Subject associations/ Networks of Expertise

– learning area support in funded areas

Partnerships with iwi, mana whenua, hapu

Community and Boards

guidance and communications

Engagement Opportunities & Feedback gathering

Common Practice Model & NCEA guidance

What you can expect: Terms 1 & 2

Term 1

Explore the complete draft

- *Te Mātaiaho* | The draft Curriculum Framework – engagement and feedback
- English and Mathematics & Statistics testing

Choose your starting point

- Check out the **implementation support pack**
- Use the Aotearoa New Zealand's curriculum content and refreshed Social Sciences content

Term 2

Explore – including Teacher-Only Day 1:

- *Te Mātaiaho* | The draft Curriculum Framework – engagement and feedback including **TOD activities**

and

- Fast-testing of Science, Technology and the Arts
- Further teaching guidance available for **Social sciences**
- Guided module on the **Progression Model**,

What you can expect: Terms 3 & 4

Term 3

Explore:

- **Te Mātaiaho** | The Curriculum Framework released, ready for use
- Have your say on the refreshed drafts of **Technology**, the **Arts** and **Science**
- **Leading Local Curriculum guide #1** to support change using the **Readiness Tool**
- Guidance available for **English, Mathematics & Statistics**

Plus

- Introduction to the NZC Refresh
- Mātainuku: Principles and the Calls to Action
- School Curriculum Design

Term 4

Explore:

- **Teacher-Only Day 2:** An opportunity to explore Te Mātaiaho with three learning areas (English, Maths & Statistics and Te ao tangata / Social sciences)

Science, Technology and the Arts

These three learning areas are currently in development.

Contact us if your school would like to help 'fast-test' one or more of these learning areas in May-June: NationalCurriculum.Refresh@education.govt.nz

- You will get **an early view** of the drafts
- Takes approx. **two hours**:
 - one hour webinar and
 - up to one hour for feedback via a short survey
- Fast-testing runs through a two-week period: 29 May – 9 June 2023
- The complete drafts will be tested nationally, at a later date to be confirmed.

NCEA Update

What you can expect: Terms 1 & 2 – Level 1

Term 1

Level 1 NZC, Level 1&2 TMoA/Te Reo Maori

- More than 450 kaiako were involved in workshops and wānanga in late January for NZC subject-specific planning workshops and Te Marautanga o Aotearoa (TMoA) wāhanga ako.
- Draft NCEA materials and updated resources shared and discussed at the workshops, ahead of their listing as 'draft-for-pilot 2023'.

Choose your starting point

- Check out [Using resources on NCEA website to support course planning for Level 1 NCEA](#)
- [Inclusive approaches to strengthening literacy across all NCEA learning areas](#)

Term 2

Explore updated subject materials

- Updated subject materials will be available on the NCEA website for non-pilot schools and kaiako to engage with as you look towards planning for 2024
- These Achievement Standards are now DAS-listed for Pilot 2023 so can be used for formal assessment.
- Read more on the new materials, how they are intended to be used, and where to find them on NCEA website

KEY RESOURCE
“Explaining the New NCEA Materials”
([NCEA.education.govt.nz](https://www.ncea.education.govt.nz))

What you can expect: Terms 3 & 4 - Level 1

Term 3

Further refinement:

- Further revisions to 2023 pilot versions ahead of implementation based on what we have learned.

Term 4

Explore:

- Teacher-Only Day 2: An opportunity to engage with Level 1 materials that are DAS-listed as ready for implementation across all schools.

Will there be further changes to subject materials ahead of implementation 2024?

- Yes, for some subjects.
- Where **significant** further changes are planned this will be signalled on the NCEA website's subject pages, with an indication of the likely/possible direction of change.
- For all subjects we expect to continue to refine and improve materials, but most changes will be minor and won't affect planning for 2024. This is why we pilot.

What about further changes post-implementation?

- We'll be using an adaptive approach after implementation
- As problems are identified or opportunities emerge to strengthen standards and supporting materials, revisions will be made and signalled on ncea.edu

What you can expect: Terms 1 & 2 – Level 2

Term 1

Level 2 prep:

- Preparation for Group 3 Phase 2 – including drafting standards using Phase 1 outputs.

Term 2

Engagement with SEGs:

- As a result of Cyclone Gabrielle and the state of emergency our planned F2F hui were postponed earlier this year.
- Group 3 Level 2 SEGs meet kanohi ki te kanohi to develop remainder of subject materials

All Level 2 subjects:

- Update by end May re when draft Level 2 materials will start to be available for planning

What you can expect: Terms 3 & 4 – Level 2

Term 3

Further refinement:

- Revisions to all Level 2 materials ahead of publication on NCEA website

Term 4

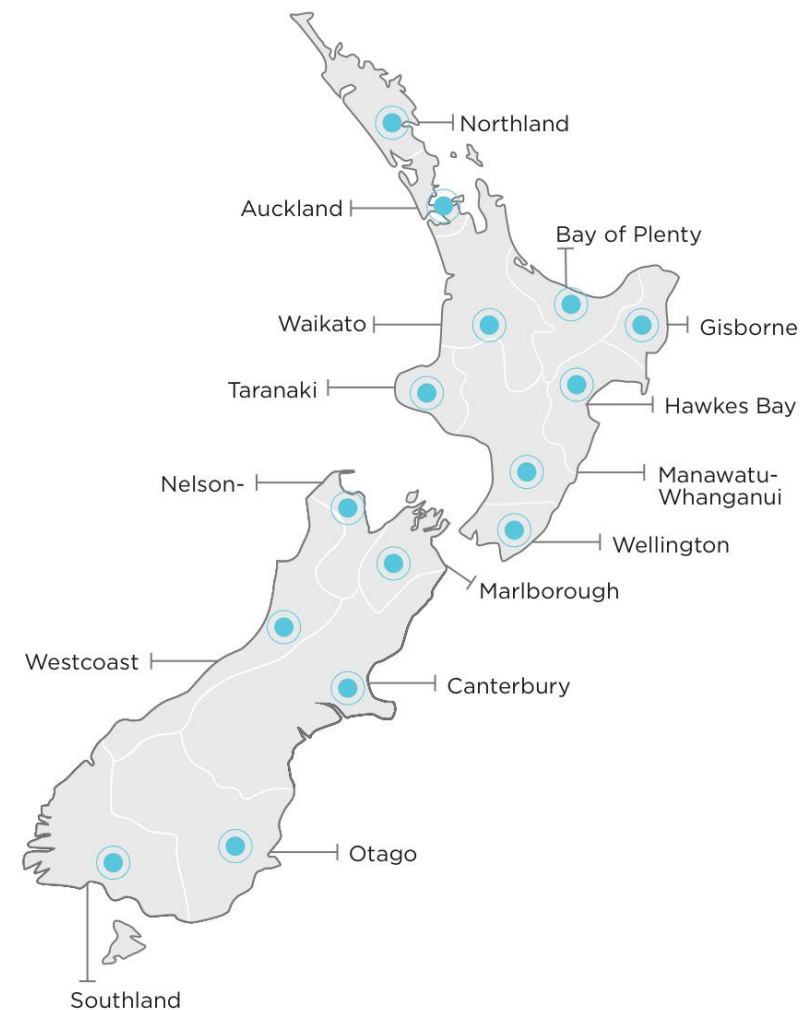
Explore:

- **Teacher-Only Day 2:**
- Dedicated time to prepare for the changes to NCEA
- Publication of Level 2 NCEA materials

NCEA Implementation

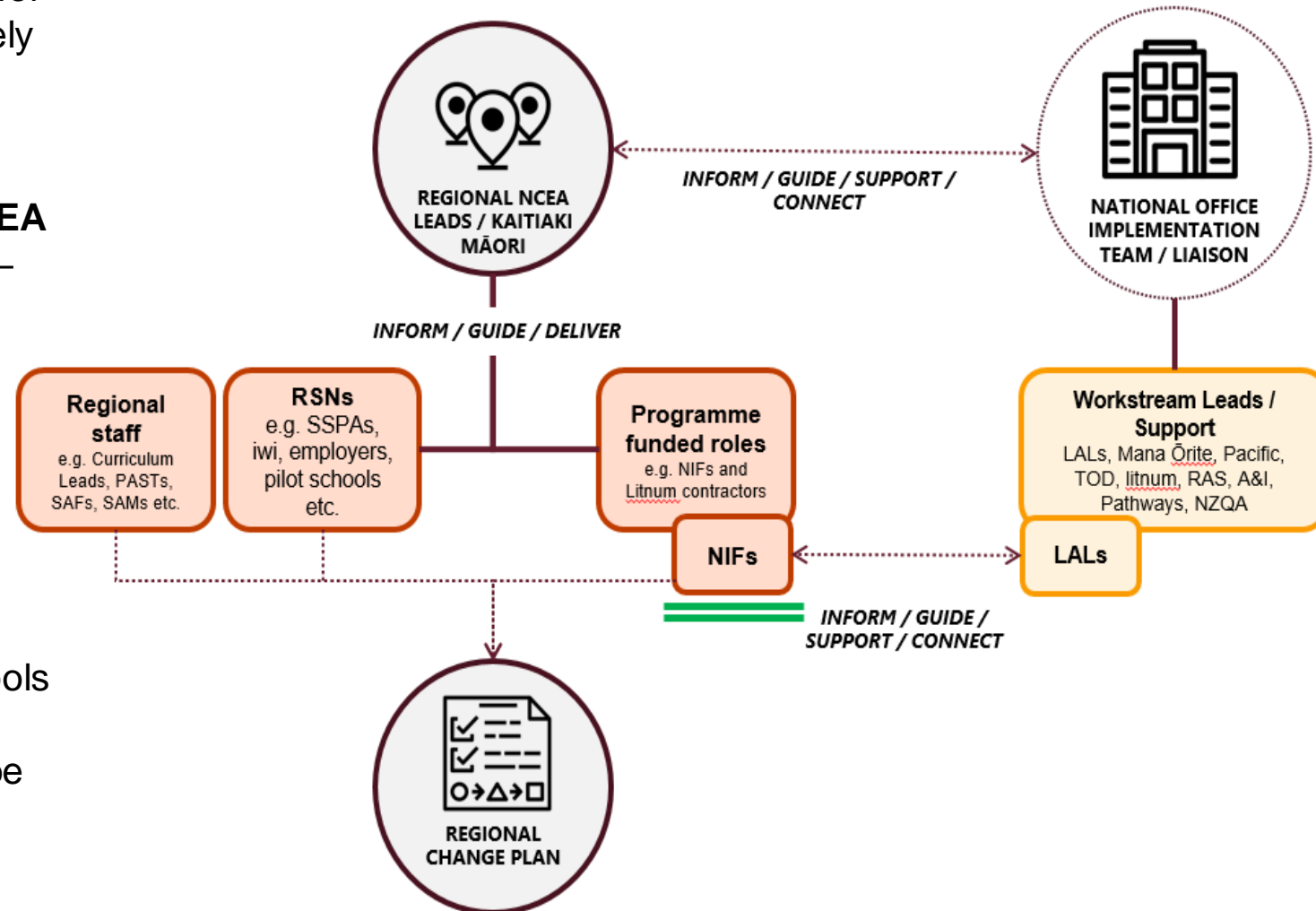
Our Regional NCEA Leads across the motu are tasked with ensuring we're working with our key stakeholders

- In 2021 Directors of Education allocated a **Regional NCEA Lead** to each region who are responsible for overseeing the development and delivery of their Regional Change Plan (RCP).
- This year, with the establishment of the Kura Māori Implementation team, we are also working with Directors of Education to allocate a **Kaitiaki Māori** to ensure strengthened and explicit planning for hāpori Māori in both kura Māori and kura auraki.



NCEA Implementation Facilitators provide ‘Guided’ and ‘Targeted’ support

- New **NCEA focused role**. Established in response to sector feedback identifying need for on-the-ground support to help kaiako effectively implement change to strengthen NCEA.
- NCEA Implementation Facilitators (NIFs) regionally based. **Supported by regional NCEA Lead & National Office Implementation team** – this includes Learning Area Leads (LALs).
- **Guided by Regional Change Plan.** NIFs work alongside NCEA Leads to support change activities within their regions in Te Mahau. Regional Support Networks (RSNs) support progress.
- Scope of new role focuses on support to schools and kura **identified as requiring guided or targeted support**. Schools and kura should be identified through the RCP for the allocated region and school/kura visits.



Implementation Team Kura Auraki – What we intend to support in 2023

- Our regions to support their schools and kura through the Regional Change Plan (RCP)
- Co-requisite preparation – Plan for transition, Senior Primary and Junior Secondary focus
- Understanding Mana Ōrite mō te Mātuaranga Māori (MŌ)
- L1 Pilots schools and kura. NIFs working with Learning Area Leads (LALs)
- L1 Non-pilot schools and kura, curriculum first, fewer larger standards.
- Community and whānau engagement
- Support to identify needs of schools and kura, responding to these needs through 3 Tier approach – Self Directed, Guided and Targeted.

Key focus of our mahi

Partnering with Māori

- Māori Communities
- Ngā kura ā Iwi/Te Rūnanga nui o ngā / Kura Kaupapa Māori o Aotearoa /Te Akatea
 - Iwi/Hapū/Whānau
 - Industry

Implementation support for:

- Te Marautanga o Aotearoa/NZ Curriculum products
- Te Reo Matatini me te Pāngarau & Literacy/Numeracy products
 - Te Ao Haka
- Mana Ōrite mō te Mātauranga Māori
 - Ako & Aromatawai Practice
 - Resource development

We will work across both Kura Māori/Māori Medium & English Medium Settings

Approach for Teacher-Only Days

- Teacher-Only Days in 2023 and 2024 will focus on the refresh of *The New Zealand Curriculum* and redesign of Te Marautanga o Aotearoa as well as the shifts to strengthen NCEA.
- A Sector Advisory Group has been established to support the delivery of the Teacher-Only Days.
- An internal Oversight Group with representation across the three change programmes and regional leaders has also been established.
- These groups will work together to provide direction and co-ordination of the communications, resources and delivery activities for Teacher-Only Days across 2023-2024.
- Delivery of the days is regionally led (with local variation in delivery activities based on local priorities) and nationally supported.

Kaupapa Māori and Māori Medium Settings
Te Whakahou i Te Marautanga o Aotearoa |
Kauwhata Reo



We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

temahau.govt.nz

education.govt.nz



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

Where does RoVE sit in relation to NZCR and NCEA changes?

- “Simplify the design of vocational qualifications” – **(ROVE) Workforce Development Councils and NZQA**
(Unit Standards and Skills Standards and a National Curricula (NP))
- “Fewer Larger Standards” (NCEA Change 4), “Simplify NCEA’s structure” (NCEA Change 5)
NZQA and Ministry
- Future of learning and work (NELP 4) “Support ākonga to see the connection between what they are learning and the world of work” – **Ministry NZCR and RAS (Critical Perspectives)**
- “Clearer pathways to further education or work” (NCEA Change 6) **Ministry, WDCs, NZQA**

Current work underway to support changes

- The refresh of Vocational Pathways and the Vocational Pathways Award L2 - Brand Alignment, Standard Grouping and Visual Identity – Resource Development
STPT Ministry co ownership with WDCs
- Regional Support and Connects for schools and Kura **Principal Advisers Secondary Transitions (PAST), NCEA Leads, NCEA Implementation Facilitators (NIF), Curriculum Leads (CL)**
- The prototype of a Vocational Entrance Award – 6 Schools including Wharekura, 16 programs across NCEA L2 and L3, two industries Building and Construction and Digital Technologies **Ministry STPT, WDCs, NZQA, Sector**



Change six of the NCEA change package supports the development of clearer pathways to further education or work. Vocational education and training pathways supported through the changes to NCEA, will create clearer pathways to further education, training or work and support all ākonga to achieve in pathways that align to their aspirations.



Schools and kura remain crucial to vocational education to build stronger, varied pathways for all learners. The Ministry of Education wants to ensure that schools, kura, and tertiary education organisations are better linked to each other and to the world of work.



Schools and kura currently have access to several curriculum pathways and options for senior secondary students that enable learners to engage in broad foundational learning whilst supporting students, who wish, to explore a range of vocational learning options as part of their NCEA program.