

Nelson Teacher Only Day

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Acknowledgement

PLEASE NOTE:
**This is a point in
time document
and is subject to
updates.**

Recognition and thanks to
Pip Osborne NIF Technology,
Stephanie O'Sullivan LAL Technology,
& Vanessa Jarman NIF

He Karakia Tīmatanga

Mauri ora kia a mātou

Wellbeing to us all

Arahina mātou ki a mātou mahi

Help us with our responsibilities

Kimihia he huarahi mo te kaupapa o
matauranga o hangarau

*Seek a pathway for the understanding of
technology*

Awhina atu, Awhina mai

To give help and receive help

Te pou e here nei i ā mātou

The virtue that binds us as one

Hui e, tāiki e

Bind us together



Outline for the sessions

- NCEA Changes
- Achievement Standards
- Vocational / Pathways Changes
- Curriculum Refresh
- Programs
- Discussion / Planning

Who am I?

Ko Aoraki te māunga

Ko Rakia te awa

Ko Johnston te iwi whānau

Nō Waitaha ahau

Ko Hamish tōku ingoa

- National Chair TENZ
- Digital Technologies Teacher
- PPTA Waitaha Canterbury Regional Secretary
- Kaiapoi High School
 - Marketing Team Lead
 - Assistant Head of Faculty Technology
 - Transition Data Coordinator
 - Leader of Learning - Wellbeing

Whakawhanaungatanga

Getting to know each other

- Name
- School
- Subject
- Interesting Fact

NCEA Change Package

(Achievement Standards)

- [Explaining the New NCEA Materials](#)



NZC NCEA Materials: Definitions and Purpose

NCEA.EDUCATION.GOVT.NZ

To find these materials for your own subject, visit the [NZC subjects page](#), select your subject and click on the relevant tab.

LEARNING TAB

What the Subject is About

- Explains the subject's broad context and direction of learning.
- Unpacks, outlines the meaning of, and connection between, the Big Ideas and Significant Learning, which together form the Learning Matrix.
- Includes connections to the Key Competencies and other subjects and learning areas.
- Describes the capabilities and knowledge the subject develops to support future pathways for ākonga.

Learning Matrix

- Describes the learning that matters for the subject.
- Contains the relevant Learning Area's whakatauki or whakataurangi, a subject's Big Ideas, and Significant Learning. 'Whakataurangi' is similar to a whakatauki, except that for whakataurangi the author, place of origin, and intended audience is known.
- Informs the learning that can be assessed by Achievement Standards.
- Aims to include all the Significant Learning in a course, however, some learning will be explored in more depth than others.
- Clarifies progressions in the key subject-specific concepts, content and capabilities across applicable NCEA Levels 1, 2 and 3.

TEACHING TAB

Sample Course Outlines

- Outlines how a year-long course could be developed using the subject's Significant Learning, aligned to how the learning contributes to Achievement Standards.
- Indicative only and do not mandate any particular context, sequence or approach.

ASSESSMENT TAB

Achievement Standards

- Describes what ākonga need to know or be able to do in order to gain credits towards certification.
- Provides the criteria against which ākonga evidence is assessed to determine whether the standard has been met.

Unpacking the Standard

- Describes the purpose and intent of, and provides further depth and detail, on the Achievement Standard.
- Describes how courses might include opportunities for assessment.

INTERNAL ASSESSMENT

Conditions of Assessment

- Outline the general parameters and requirements for assessment against internal Achievement Standards.

Assessment Activities and Schedules

- Provided for each internal Achievement Standard, to exemplify what the assessment may look like in practice.
- Includes activity instructions and guidance for ākonga. May include additional teacher resources and guidance.
- Exemplify what the assessment of the Standard may look like at Achievement, Merit and Excellence.

EXTERNAL ASSESSMENT

External Assessment Specifications

- Describes how external assessments are implemented, including timing, credits, format, and conditions.
- Include other additional information relevant to implementation.

Supporting Information

- External assessment activities and other exemplars from previous pilot years.

Explanatory Note 2 (EN2)

- For some Achievement Standards evidence against EN2 is a requirement for achievement.
- You will know if EN2 must be included as part of the assessment evidence if EN2 begins with the phrase:
- 'As part of the evidence provided, students must include discussion of/on...'

This format for EN2:

- introduces a requirement for evidence to be produced,
- the level or quality is not specified or limited, i.e., the evidence is not directly linked to A, M, or E
- and only needs to be evident to achieve the Standard

Changes to timelines

- The new Level 1 achievement standards will be fully implemented in 2024 as planned.
- Level 2 will be implemented in 2026 – instead of 2025.
- Level 3 will be implemented in 2027 – instead of 2026.
- The NCEA co-requisite for literacy, numeracy, te reo matatini and pāngarau will be introduced in 2024.
- During 2024 and 2025, learners will be able to meet the 20-credit co-requisite through achieving either the new literacy and numeracy, te reo matatini and pāngarau standards or gaining 20 credits from a small list of literacy- and numeracy-rich standards in English, Mathematics & Statistics, Te Reo Māori, and Pāngarau.

In 2024

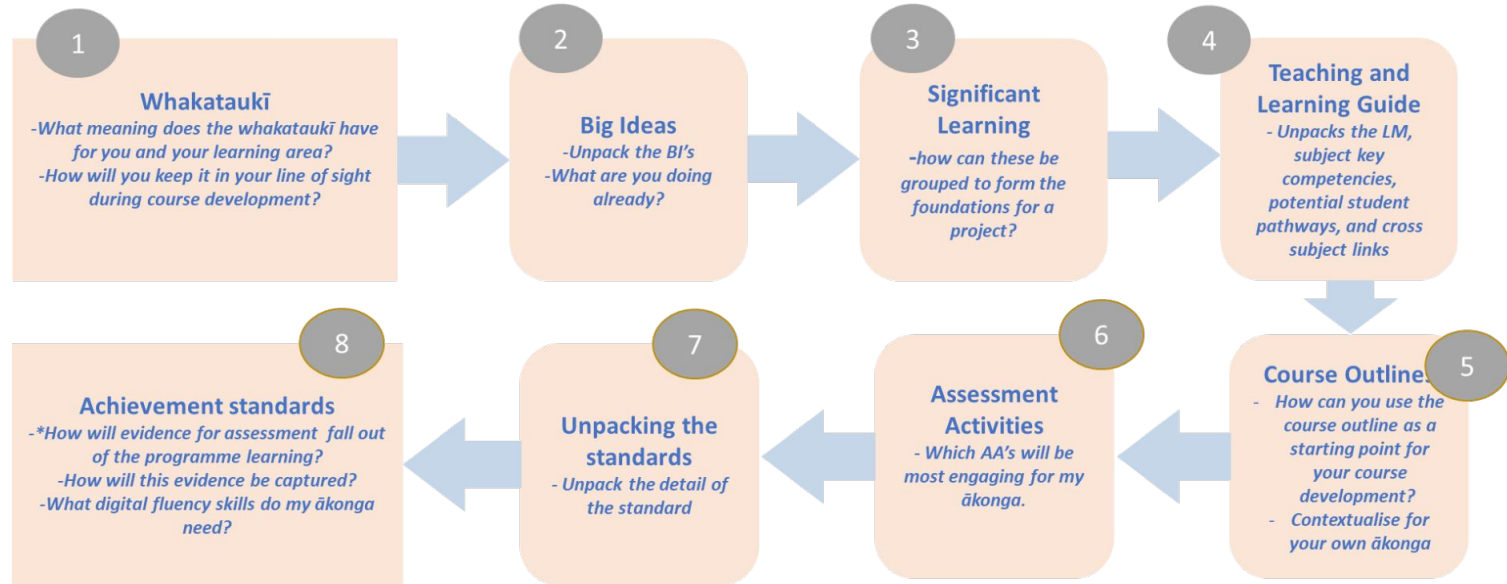
- The new NCEA Level 1 Achievement Standards will be fully implemented.
- NCEA Level 1 will reduce in size from an 80-credit qualification to become a new 60-credit qualification
- The literacy and numeracy | te reo matatini me te pāngarau co-requisite, which sits outside of the new NCEA qualification, will become mandatory.
- Learners will only be awarded NCEA Level 1 once they have met the 20-credit literacy and numeracy | te reo matatini me te pāngarau co-requisite.

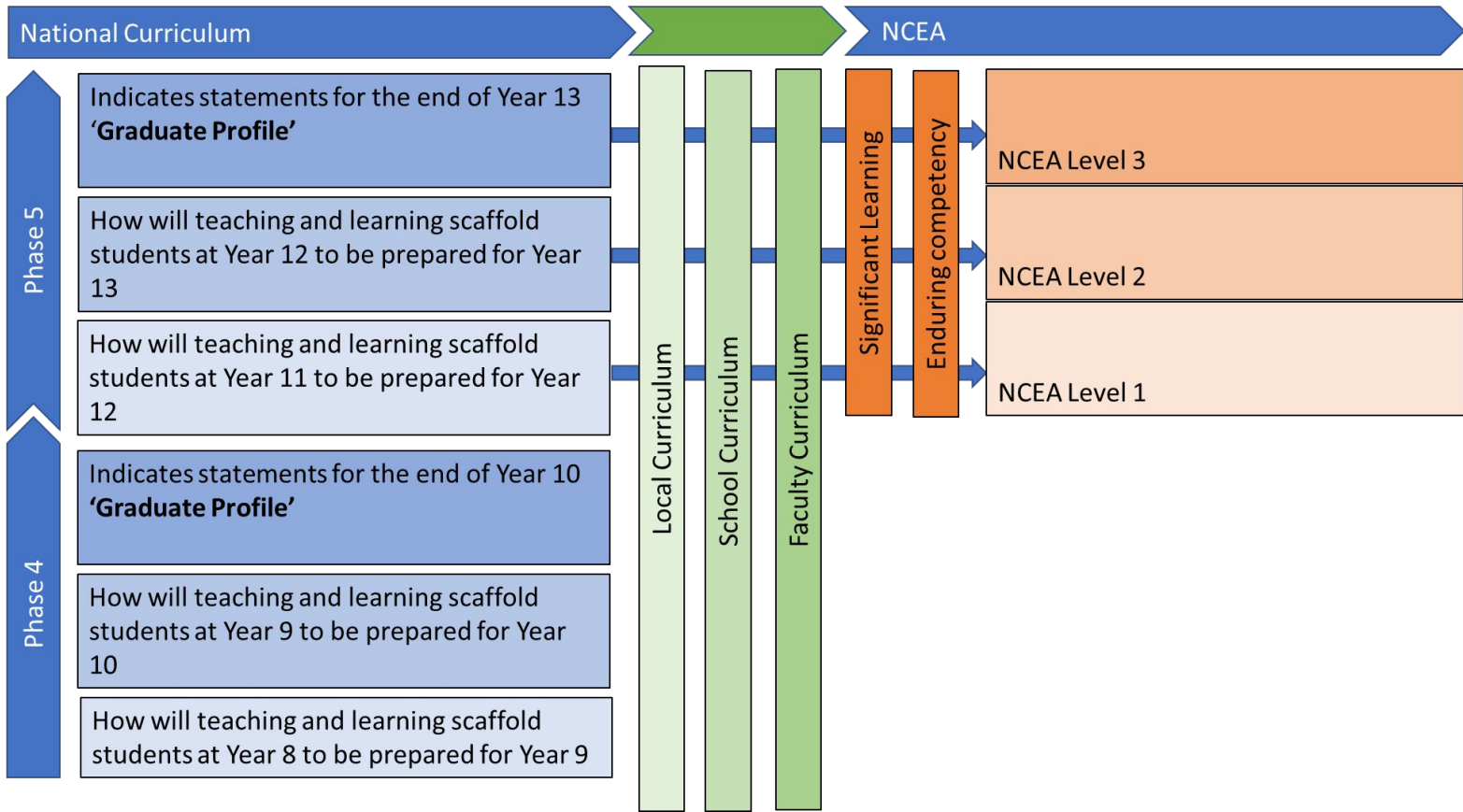
Programme Planning

Ākonga centred.

Know your ākonga.

Understand your local curriculum.





NCEA Change Package

- Te Pūkenga - The New Zealand Institute of Skills and Technology (NZIST) consisting of 16 Institutes of Technology and Polytechnics and 9 Industry Training Organisations (ITOs), now as one institution
- Six Workforce Development Councils (WDCs)
- Taumata Aronui, an independent group providing advice and recommendations on how tertiary education can respond better to the needs of Māori learners and communities
- Centres of Vocational Excellence (CoVEs)
- Regional Skills Leadership Groups
- [Pathways | NCEA](#)
- [Reform of Vocational Education \(RoVE\) - NZQA](#)

WDC

- [Ohu Mahi](#) - The overarching brand for all six
- [Ringa Hora](#) - Services
- [Muka Tangata](#) - People, Food and Fibre
- [Hanga-Aro-Rau](#) - Manufacturing, Engineering and Logistics
- [Toitū te Waiora](#) - Community, Health, Education and Social Services
- [Toi Mai](#) - Creative, Cultural, Recreation and Technology
- [Waihanga Ara Rau](#) - Construction and Infrastructure

Curriculum Refresh

The draft technology curriculum for consultation is still not available as of the 20/11/23. Technology is in development for release in 2024.

<https://curriculumrefresh.education.govt.nz/>

THANK YOU FOR LISTENING

If you have any questions please email
support@tenz.org.nz

Or visit

www.tenz.org.nz

He Karakia Whakamutunga

Kia a mātou kātoa

To those of us gathered

Kua mutu mātou a mātou mahi,
me kaupapa hoki

*We have finished our work and
practices*

Arahina mātou,
ka a mātou mahi ano

*Once again help us with our
responsibilities*

Kia whakatapua mātou ki ngā
kaupapa me ngā mea e whakapono.

*We are dedicated to the things we do
and believe*

Manaakitia mai mātou

Bless us all



