



## MEMO

**To:** Richard D’Ath  
**CC:** Miriam Bookman  
**From:** Janne Song  
**Date:** 6 April 2021  
**Subject:** Report on changes to the Māori-medium literacy and numeracy standards and associated materials following public consultation

### Purpose

1. The purpose of this report is to provide an overview of the feedback received on the draft Māori-medium literacy and numeracy learning matrices and standards (“products”) during the public consultation period, which took place 9 February–5 March 2021. The report sets out a summary of the feedback received and indicates what actions are appropriate as a result.
2. This report is limited to the Māori-medium products only. Public consultation for the English-medium products took place in November–December 2020 and generated its own report.

### Recommendations

**Agree** to the actions arising from this report – summarised at **Annex 2**.

**Agree / Disagree**

### Overview of the MoE feedback process

3. Across 2020, two expert writing groups were convened to draft the Reo Matatini and Pāngarau standards – led by Hineihaea Murphy and Tony Trinick, respectively. These groups developed draft learning matrices and standards (“products”) – one standard for Te Reo Matatini and one standard for Pāngarau. Across the two groups there were SMEs as well as kaiako. NZQA also provided assessment advice and support during this time.
4. The approach of the writing groups were informed by advice the Ministry received from a Māori-medium Technical Advisory Group (TAG) in 2019, as well as technical work carried out by the developers of Tīrewa Ako to ensure that the standards would be aligned to the learning progression in the Tīrewa Ako framework.
5. Early drafts of the Reo Matatini me te Pāngarau products were tested with a range of internal and external stakeholders. This included the NCEA Māori Panel, the Tertiary Education Commission, members of the TAG, Te Uepū Reo Māori, Pathways & Progress, representatives from Te Rūnanganui, Ngā Kura-ā-iwi (through the Māori Panel), and Accessibility and Learning Support. This feedback set out a roadmap forward to strengthen

the products, and was relayed to our expert writers for incorporation. All the draft products were then quality assured by Hēni Jacob, and provided to the Ministry in January 2021.

6. The draft products were then released for public consultation. This took place 9 February – 5 March 2020. The public consultation gave the wider sector and the public an opportunity to review the draft products and provide feedback on levelling; respond whether they feel the standards represent foundational literacy and numeracy, and whether the standards align with the Ministry's goal of excellence and equity for all learners, as well as the appropriateness of the standards. The products (and questionnaire) were provided in both te reo Māori me te reo Pākehā.
7. We received 13 responses overall from public consultation, consisting of both quantitative and qualitative answers. Please see **Annex 1** for visualisations of the quantitative data collected through the public consultation process. The qualitative responses are summarised below.
8. During the public consultation period, we also engaged O&I to set up a Feedback Hub with teachers and kaiako of the rumaki unit at a high school to provide feedback on the Reo Matatini me te Pāngarau products. This took place 25-26 February 2021. Their feedback is included in this report, and a full report of that is available upon request. In addition, further work is currently underway to engage additional feedback from kura/schools to help us further refine the products throughout 2021.
9. Through these engagements, we were able to gain a better sense of the thoughts and feelings of the kaiako/teachers, tumuaki/school leaders and the general public to know that the products are broadly heading in the right direction. These engagements also provided us with actions to make further changes to the standards and associated materials. Following these changes, the standards and associated materials will be further refined in time for the narrower 2021 pilot as well as the wider 2022 non-mandatory year.

### Summary of feedback and actions

10. The following section sets out a summary of the feedback received, from both the public consultation period and feedback hub. Where themes have arisen, we have discussed those generally. We have also included references to specific pieces of feedback where appropriate. Actions are specified against each of the issues raised, and where no actions are necessary, this is also noted.
11. This section of the report is divided into:
  - a. General feedback and actions across the Reo Matatini me te Pāngarau products
  - b. Detailed feedback and actions by product
    - i. Te Reo Matatini Learning Matrix
    - ii. Te Reo Matatini Standard
    - iii. Pāngarau Learning Matrix
    - iv. Pāngarau Standard

## General feedback and actions across the Reo Matatini me te Pāngarau products

12. Overall, the majority of feedback on the reo matatini me te pāngarau products were positive, and the Learning Matrices were well-received in particular. One respondent expressed their thanks for the important work (“mahi rangatira”) that the Ministry was doing.
13. Some of the written responses to public consultation seemed to reflect a low understanding of the change and its implication for the qualification. For example, some worried that this would become an alternate path to NCEA, or thought there was too much material presented for something “that won’t count towards NCEA”.
14. This is understandable, as the wider sector has not yet had a chance to engage with the change in depth. The upcoming Accord Teacher Only Days in May, which will have a dual focus on Mana Ōrite mō te Mātauranga Māori and Te Reo Matatini me te Pāngarau | Literacy & Numeracy, will be an opportunity to introduce the change to the sector. Messaging will explain the co-requisite nature of the new standards, and what the standards are (and, equally, are not) trying to do. Temperature checks to gauge understanding of the change will be carried out both at the project level and the NCEA programme level.

**Action: Continue to plan, carry out, and review messaging and comms activities to Māori-medium sector – noting that some of this will be addressed through the upcoming Teacher Only Days in May.**

15. Relatedly, under the questions pertaining to Te Reo Matatini, some respondents questioned the assumption that meeting the requirements of the matrix in a single portfolio would provide sufficient levels of te reo matatini to support them in their life. “[That] applies to both [Literacy] and Te Reo Matatini.” Respondents wanted to understand how the achievement of the assessment could be reliable long term, over a student’s remaining time at school and in life.

**Action: Through comms activities, make clear that the new standards credential foundational skills only. Clearly communicate expectations for the teaching and learning of te reo matatini me te pāngarau to continue above the Taumata 4/5 benchmark**

16. As with teacher responses received in previous consultation for the English-medium products, kaiako also responded here that they did not feel prepared to comment or give any feedback until they had sighted exemplars, e.g. of assessment tasks.
17. This was reflected in the quantitative responses to the public questionnaire (see **Annex 1**) – the only question to which ‘Agree’ answers did not make up at least half of the responses were to the item asking whether the Reo Matatini standards and supplementary materials “reflect the Ministry’s commitment to equitable and excellent outcomes”.
18. This was also shared by teachers who participated in our Māori-medium Feedback Hub. They emphasised the need to see exemplars before being able to give quality feedback on whether these products were fit-for-purpose for their contexts or not.

**Action: Continue compiling support materials and external development of teaching and learning guidance, with an emphasis on exemplars and sample tasks**

**Action: Continue seeking feedback on above materials (eg through consultation, NCEA Māori Panel, and/or FBH)**

## Detailed feedback and actions by product

### *Te Reo Matatini Learning Matrix*

19. Feedback Hub teachers noted that the skills in the Reo Matatini Learning Matrix were “what you would expect” across Te Reo Matatini. They were pleased that kōrero (reo-ā-waha) were reflected as an integral part of te reo Māori.
20. We did, however, hear from public consultation that the Reo Matatini Learning Matrix needs to use plainer language so that anyone – even those who are not kaiako – can understand the material.
21. Respondents to the public consultation questionnaire also sought some clarity in teaching and learning guidance that distinguishes reading, writing, and oral strategies.

**Action: Consider developing an “Unpacking Te Reo Matatini” document which provides more early teaching and learning guidance.**

**Action: Plain language review of Te Reo Matatini Learning Matrix.**

### *Te Reo Matatini Standard*

22. Feedback Hub teachers were generally confident that the standard captures foundational skills, and noted that the Reo Matatini standard seemed to be more responsive to different learning needs than the Literacy standards.
23. Some respondents to the public consultation questionnaire found the requirements of the standard (eg word count) confusing. Since the products were released for public consultation we have done some work internally to clarify the requirements, this will be reviewed and built upon at the next iteration of the standards (in time for the May Teacher Only Days).

**Action: Reword standard to clarify requirements.**

### *Pāngarau Learning Matrix*

24. The Pāngarau Learning Matrix was very well received during public consultation, with much of the feedback saying the document was clear and easy to understand.
25. It was suggested that financial literacy be included in the Pāngarau benchmark, as this is something that would benefit te iwi Māori.

**Action: No change, however, ensure guidance is clear that financial literacy can be taught, even if not assessed at the benchmark – as can other concepts and skills relevant to pāngarau.**

26. There were also some detailed comments and suggestions for the benchmark:
  - a) Suggested expanding definition of "transformation" to include reflection, rotation, and translation.
  - b) Clarify "navigation" (i.e. does this include longitude and latitude, vectors, or maps?) and consider including bearings for Pāngarau. (Many use Google Maps these days, students should be familiar with how these are used in real-life contexts. Students use programmes such as Sphero which uses bearings.)
  - c) Include analogue time as this has “very real implications later in life”

- d) "Outliers" is no longer the favoured terminology. Use "unusual data" instead
- e) Contextualising the situation should include "environmental" contexts; this is a very important aspect of everyday life

**Action: Discuss with internal numeracy SMEs to incorporate as relevant.**

**Action: Consider if these suggestions would also be relevant for the Numeracy standard.**

### *Pāngarau Standard*

27. The responses noted that the verbs used in Pāngarau may be too advanced; and recommended a review for alignment with TMoA taumata 4/5.

**Action: Consult TMoA SME to review verbs used in Pāngarau for alignment to curriculum level 4/5**

28. We heard that ākonga Māori in Māori-medium settings should be able to undertake their Pāngarau assessments in English. The rationale given for this was the fact that many kura and immersion unit primary schools use English language for teaching some or all of their Pāngarau/Mathematics skills, syntax and concepts to students. "While an ākonga may be fluent in te reo Māori, they may not have learned Pāngarau in te reo Māori so they need to be assessed in the language they have been taught in."

29. ~~We are comfortable with the expert standard writers' decision that te reo matatini o te pāngarau (the language of pāngarau in te reo Māori) is an essential, inextricable part of pāngarau. This is currently reflected in the Pāngarau Learning Matrix. We will instead develop more resources and guidance so that the teaching and learning of Pāngarau in te reo Māori can be better supported in the sector.~~

**Action: ~~No change, however, communicate our rationale to the sector.~~**

*Amendment (12 May 2021): Following discussions with assessment writers and NZQA, the Ministry has decided that there should be some flexibility in the language of assessment to account for the varying levels of reo that ākonga may have. Guidance will be released this year and tested through the pilot.*

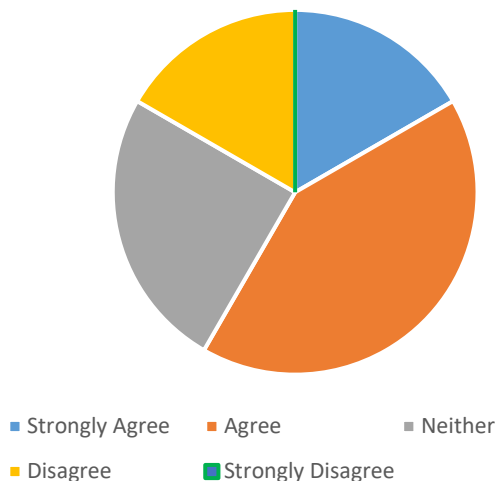
### **Next Steps**

30. Please see the summary of actions at **Annex 2**.

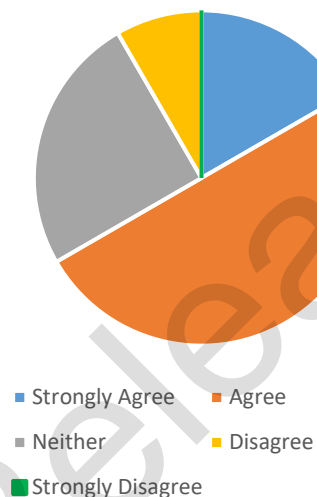
## Annex 1 – Visual representations of the qualitative responses to public consultation

### Te Reo Matatini

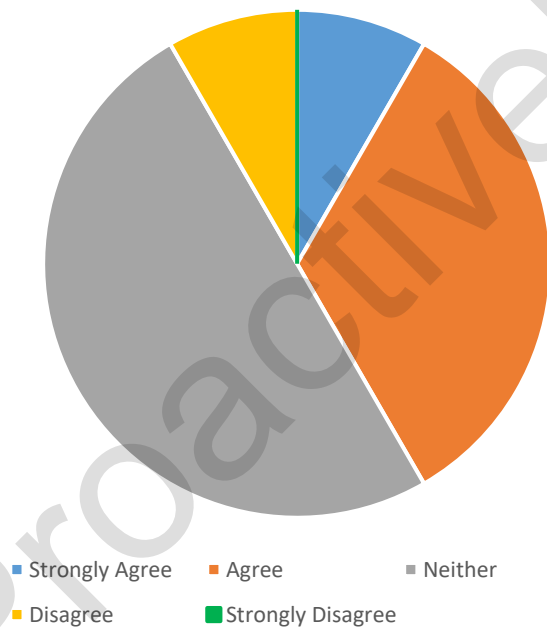
The Te Reo Matatini Learning Matrix clearly reflects what learners need to know and do for te reo matatini to support them at school and in life. (Level 4/5 of TMOA, where students have control of Level 4 and are ready to work at Level 5.



The Learning Matrix helps me to understand what learners will be able to know and do to meet the standard.

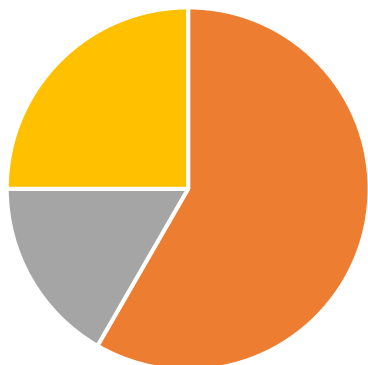


The Reo Matatini Standard and Learning Matrix reflect the Ministry's goal of excellent and equitable outcomes for learners.



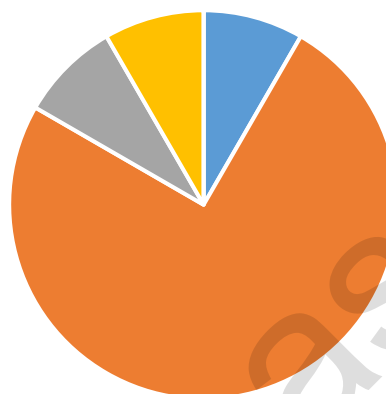
## Pāngarau

The Pāngarau Learning Matrix clearly reflects what learners need to know and do for te reo matatini to support them at school and in life. (Level 4/5 of TMoA, where students have control of Level 4 and are ready to work at Level 5.)



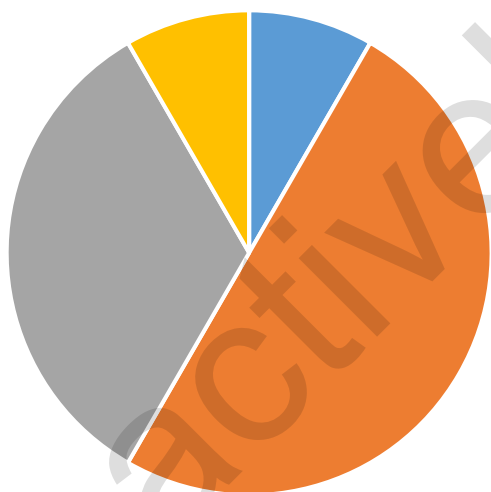
■ Strongly Agree   ■ Agree   ■ Neither  
■ Disagree   ■ Strongly Disagree

The Learning Matrix helps me to understand what learners will be able to know and do to meet the standard.



■ Strongly Agree   ■ Agree  
■ Neither   ■ Disagree  
■ Strongly Disagree

The Pāngarau standard and materials reflect the Ministry's goal of excellent and equitable outcomes for learners.



■ Strongly Agree   ■ Agree   ■ Neither  
■ Disagree   ■ Strongly Disagree

## Annex 2 – Summary of actions following MM public consultation

### General

- Through comms activities:
  - Make clear that the new standards credential foundational skills only.
  - Clearly communicate expectations for the teaching and learning of te reo matatini me te pāngarau to continue above the Taumata 4/5 benchmark.
- Continue compiling support materials and external development of teaching and learning guidance for Te Reo Matatini me te Pāngarau, with a particular emphasis on exemplars and sample tasks. Test materials once ready.

### Te Reo Matatini

- Consider developing an “Unpacking Te Reo Matatini” document which provides more early teaching and learning guidance.
- Plain language review of Te Reo Matatini Learning Matrix.
- Reword Te Reo Matatini standard to clarify submission requirements.

### Pāngarau

- In regards to the detailed suggestions/changes to the Pāngarau benchmark:
  - Discuss with internal SMEs to incorporate.
  - Consider if these suggestions would also be relevant for Numeracy.
- Review verbs used in Pāngarau for alignment to TMoA taumata 4/5
- ~~Communicate to the sector our rationale for keeping the assessment of Pāngarau to te reo Māori (rather than allowing Pāngarau to be assessed in te reo Pākehā).~~

*Amendment (12 May 2021): Following discussions with writer and NZQA, the Ministry has decided that there should be some flexibility in the language of assessment to account for the varying levels of reo that ākonga may have. Guidance will be released this year and tested through the pilot.*

- Communicate to the sector that the teaching and learning of pāngarau can (and should) go beyond what is assessed at the benchmark, eg financial literacy.