

To:	Hukarere Nippert, Senior Manager Ākonga Māori
From:	Kamaea Wirepa
Date:	28 May 2021
Subject:	Feedback report following public consultation for <i>Te Marautanga o Aotearoa</i> Review of Achievement Standards Level 1 Phase 1 draft materials

Purpose

1. The purpose of this report is to provide a summary of the feedback received on the draft *Te Marautanga o Aotearoa* Review of Achievement Standards Level 1 Phase 1 materials, which include a **rationale**, **learning matrix** and four **standard titles** for each subject.
2. Consultation took place between January and March 2021. This report also outlines the method of engagement during this time and the next steps.

Recommendations

Note the content of this report as an accurate summary of the feedback received during TMoA RAS Level 1 Phase 1 public consultation

Noted

Note to the proposed next steps arising from this report.

Noted

Approach to Public Consultation

3. On 20 January 2021, the Ākonga Māori team opened a survey seeking feedback on *Te Marautanga o Aotearoa* (TMoA) Review of achievement Standards (RAS) Level 1 Phase 1 draft materials on Citizen Space.
4. By the closing date of 20 February 2021, we had received only four responses despite multiple call outs through existing comms channels and an extension of the engagement window by two weeks – three for Te Reo Māori and one for Hauora.
5. We subsequently shifted our approach and commenced a series of kanohi ki ke kanohi engagement, totalling 30 kura across kura auraki and kura Māori. This engagement period was from 22 February to 30 March.

Summary of Feedback

Introductory Response to the Sector

1. Thank you to those of you who spent time responding to the questionnaire for *Te Marautanga o Aotearoa* (TMoA) Level 1 Phase 1 draft materials, and to those who allowed time after kura to meet face to face and share your thoughts. We received feedback from over 30 kura Māori and kura auraki between January 2021 and April 2021. Overall, the feedback was positive. However, we also heard that there are some changes that could help make the materials stronger
2. The feedback from the sector has been grouped in two ways:
 - a. Overall general feedback
 - b. Subject-specific feedback
3. Draft achievement standards and the support assessment activities will be available for your feedback later this year.

General feedback

Preference for NZC

4. The majority of kura utilise both TMoA and *The New Zealand Curriculum* (NZC) standards, with NZC standards being dominant. TMoA is perceived as being too difficult and under-resourced, compounded with the sector's lack of reo-capable teachers with relevant subject area knowledge.
5. The kura feedback on the new products demonstrates a developing sea change in how TMoA will be perceived, though concerns raised here have also been historical concerns such as under-resourcing and a lack of opportunities to strengthen kaiako capabilities remain.

Curriculum resourcing

6. One of the largest areas of feedback, present across all kura and Wāhanga Ako, has been the lack of resources to support the teaching and learning of TMoA. This is an issue for the current iteration of TMoA and concerns are that this trend will continue for the proposed products.
7. All kura have been developing their own teaching and learning resources over the years to address these resourcing gaps. Kaiako have suggested new, alternate modes of producing and sharing resources including funding schemes and digital repositories.
8. Specific resources have been highlighted in the feedback as a need, namely exemplars and sample assessments as well as terminology resources for each Wāhanga Ako.

Sector capability

9. Concern for sector capability has been another consistent stream of feedback among all kura. Respondents expressed that there is a lack of teachers who are competent in te reo Māori and have sufficient subject area knowledge. Certain Wāhanga Ako and marau are more affected by this gap of resource, namely Pūtaiao and Toi Pūoro.
10. Unease was expressed around the lack of wider sector capability regarding te reo Māori and mātauranga Māori. This is seen as a barrier to implementing the wider NCEA Change Package at large, and for kura Māori to adopt more TMoA standards.
11. Feedback has demonstrated an intense need from the kura for professional development, training, and resource around the wider NCEA Change Package and alterations to TMoA. Kaiako would feel safer and more confident if they feel well-supported from Te Tāhuhu and other relevant parties in implementing the NCEA and curriculum changes.

Curriculum and assessment responsiveness

12. Kaiako have welcomed aspects of the Change Package and TMoA alterations that are responsive to kaiako and ākonga needs. Specifically, the continued ability to assess ākonga across several wāhanga ako in a single assessment and weighting less standards with more credits. Both are seen as positive steps towards lightening kaiako and ākonga workload.
13. Flexibility is wanted around how standards are assessed, and what can be considered assessable. The proposal to have external assessments held throughout the year was well-received. Kaiako are inquiring into the possibility of having extra-curricular activities as assessable, such as kapa haka competitions or participation in a sports team.

Reo ā-iwi and mātauranga ā-iwi

14. Several kura explicitly praised the products for their use of mātauranga Māori, despite that being an integral element of TMoA.
15. Concerns have been raised over the adoption and integration of local contexts into the curriculum and assessment, notably the external assessment of reo ā-iwi and mātauranga ā-iwi. The use of centralised, external moderators was seen to be inappropriate and a potential risk for ākonga success.
16. More visibility is wanted around the future nature of reo ā-iwi within the curriculum, and the assessment processes the ākonga will go through.

Issues with language

17. The reo Māori of some products was criticised for being too 'technical' and 'academic.' Other products were seen as being too text heavy. Kaiako believe this could be a barrier for ākonga and kaiako.
18. The terminology of the curriculum itself has also been criticised, around specific terms within the paearu paetae (achievement criteria) descriptions.

19. A consistent theme of feedback has been for some information to be made available using visual modes of presentation rather than text-heavy documents, for ease of understanding for both kaiako and ākonga.
20. Providing English translations or glossaries of the curriculum and its materials was another high-occurring piece of feedback. It was seen as a method of having whānau, who may not necessarily be reo-speaking, understand and engage with what the ākonga are learning; and gives clarity for kaiako and ākonga.

Subject-specific feedback

Pūtaiao

21. The structure of Pūtaiao has had mixed feedback. The Tukutuku Ako is clear, but some kaiako are confused in how the individual marau are structured within the Wāhanga Ako.
22. Kura have noted a current issue for Pūtaiao, notably for more specialist teachers. They would also like more guidance on integrating local mātauranga and environments into the curriculum.
23. There is a concern for the potential workload for ākonga. Currently there is too much of a focus on research and written work rather than the practical elements of an assessment.

Hangarau

24. Kaiako were pleased with this marau. It was noted to be designed well and had logical, consistent paerewa paetae (achievement standard). However, there was concern for the subject being too 'academic' and requiring specialised teachers.
25. Kaiako would also like the linkages to other marau be made clear, supported with exemplars.

Hauora

26. Hauora has been well-received. Kaiako saw it as being notably 'Māori' and note its potential to be integrated within other Wāhanga Ako such as Pāngarau.
27. The paerewa paetae are envisioned as being simpler to teach and are an overall improvement from past iterations of TMoA, notably its greater inclusion of physical activity.
28. However, several kura have still expressed a desire for more assessment of physical activity and sport over writing and would like to participation in extra-curricular sport to be included within the criteria.

Ngā Toi

29. Kaiako found the paerewa paetae in Ngā Toi clear and comprehensible. Its links to other marau and Wāhanga Ako was explicit. Feedback was that it is logical and consistent in its flow between levels.
30. Some concern was expressed for the combination of the three separate marau (Pūoro, Toi Ataata and Ngā Mahi ā-Rēhia) at Level 1. This is due to the need for more skilled teachers in these learning areas.
31. Kaiako also expressed that there were too many written assessments and would prefer more practice-based assessment.

Te Reo Māori (NZC)

32. The feedback from kura on Te Reo Māori NZC has been positive. There is a continuing trend for a preference in kura Māori of Te Reo Māori NZC over Te Reo Rangatira. It is still seen as easier, with more understandable language.
33. However, kaiako have perceived an emphasis on written assessment, to the detriment of oral assessment.

Te Reo Rangatira

34. Kura are still confused on the differences between Te Reo Māori NZC and Te Reo Rangatira.
35. Te Reo Rangatira was criticised for the language of its products across all kura. Kaiako marked a preference for the writing of the Te Reo Māori NZC products over those of Te Reo Rangatira. The language was seen as too 'hard' and 'technical.'
36. Beyond the language, kaiako enjoyed the breadth and flexibility the paerewa paetae provide and the flexibility to the choice of assessment mode.

Pāngarau

37. Pāngarau was acknowledged for having clear linkage between its Tukutuku Ako and Tukutuku Aromatawai. Kaiako praised the structure of Pāngarau for being simple and clear.
38. Some kaiako had concern with the explicit mātauranga Māori elements within the marau. Training has been indicated as the best pathway forward to assuage kaiako fears around this.

Tikanga ā-Iwi

39. Kura had little specific feedback around the Tikanga ā-Iwi products, beyond requesting teaching and learning resources on the subject matter and language.

Next Steps

40. The next steps for *Te Marautanga o Aotearoa* RAS project are to:

- a. Share this feedback with the development teams for each Wāhanga Ako to inform their revision of Phase 1 and development of Phase 2 and ask for it to be considered and appropriately addressed (with further development planned in Phase 2).
- b. Share the content of this feedback report – in both te reo Māori and te reo Pākehā – with the public for transparency and to foster continually communicative relationships with kura.
- c. Plan another round of public engagement to support TMoA Phase 2 materials.