

# **Determining the NCEA Level 1, 2, and 3 Subject Lists for *Te Marautanga o Aotearoa***

## Document Control

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# Contents

<b>Determining the NCEA Level 1, 2, and 3 Subject Lists for <i>Te Marautanga o Aotearoa</i></b>	<b>1</b>
<b>Document Control</b>	<b>i</b>
Document Information	i
Input From	i
Formal Review	i
Project Management Endorsement	i
Owner Approval	i
Other	ii
<b>Overview</b>	<b>1</b>
Executive Summary	1
<b>Purpose</b>	<b>2</b>
<b>Part 1 Policy objectives</b>	<b>3</b>
<b>Support and demand for <i>TMoA</i></b>	<b>5</b>
Dual-Curricular Standards — Ministry position to change	7
<b>Approach</b>	<b>10</b>
<b>Part 2 Recommendations</b>	<b>14</b>
2.1 Te Reo Māori	16
2.2 Pāngarau (Mathematics)	18
2.3 Pūtaiao	21
2.4 Hauora	23
2.8 Te Reo Pākehā	35
2.9 Ngā Reo	38
<b>Appendices</b>	<b>40</b>
Appendix A: Comparison of <i>TMoA</i> Standards vs. <i>NZC</i> Standards attempted by MM learners	40
Appendix B: Ākonga in Senior Secondary MM (Years 11-15), 2015-20	43
Appendix C: Te Reo Pākehā Cost-Benefit Analysis	44
Appendix D: <i>TMoA</i> Panel Lead Biographies	45

# Overview

## Executive Summary

This paper is a Technical Report to confirm *Te Marautanga o Aotearoa* (*TMoA*) subjects to be developed during the Review of Achievement Standards (RAS). It covers the Provisional *TMoA* Subject List for NCEA Levels 1-3 and summarises the decision-making process and rationale behind these. While benefits to ākonga Māori in a variety of settings are of interest, the principal focus of this report, and in creating the new *TMoA* subject lists, is to work towards parity for ākonga in Māori medium (MM) senior secondary settings. The need to redevelop Achievement Standards (AS) for *TMoA* subjects so soon after the completion of the first suite of materials for these subjects, some of which were only finalised and registered with NZQA in 2019, is also addressed. There are clear dependencies between this support and the complementary plans for NZC-aligned subjects.

## Purpose

Following a public engagement process, the Ministry of Education (supported by NZQA) will provide advice to the Government so the *TMoA* subject list can be finalised. Once finalised, development work for any new subjects can commence. The Standards for any subject not included on the final list will be allowed to remain and expire as per current rules.

A policy change to the NCEA qualifications will reduce the number of credits required for each level of NCEA to 60. This reinforces the positions contained in this report, providing an imperative for delivering a comprehensive range of NCEA subjects derived from *TMoA* that can be delivered effectively by kura. These provisions would enable ākonga to gain, progressively, both NCEA qualifications and University Entrance through *TMoA* subjects.

Over time, and if development and implementation are successful, demand for will increase. More students learning and achieving through *TMoA* will be a critical measure of success. Future reviews every five years will provide an opportunity to evaluate the effectiveness of the final decisions arising from this paper. Change will however be medium-to long-term (over the next 10 years) and current resourcing could not support the delivery of all the subjects listed in this report.

This report complements, and should be read in conjunction with, the *NZC* Levels 2 and 3 Subject List technical report. We know that kura and kaiako want to see these lists together and understand the relationship between them.

A final Technical Report will be produced following public engagement.

Part 1 of this report will outline the policy context for the Provisional Subject List at NCEA Levels 1-3 in more detail.

Part 2 presents the recommended provisional subject lists, and discusses the relevant data and other information for each *TMoA* subject to support these recommendations.

## Part 1

### Policy objectives

1. In 2019, the Government confirmed the NCEA Change Package to strengthen NCEA for all students, learners, and ākonga. The seven changes, to which the provisional *TMoA* subject lists in this report give effect, are:

#### **Make NCEA more accessible**

2. Currently, if kaiako choose to deliver *TMoA* subjects at NCEA Levels 1-3, they often have to develop their own resources, or translate *NZC* resources on an ad hoc basis. This makes the delivery of these subjects inefficient and may reduce their appeal. We believe that developing more *TMoA* subjects at Levels 1-3 is crucial for parity and accessibility. We suspect that increasing the quality and quantity of subject resources available will improve uptake of *TMoA* subjects in senior secondary settings. For kaiako in MM, these changes would also decrease workload, which we know is often higher than that of their peers in EM due to the burdens placed on them to translate and adapt *NZC* subject materials for their ākonga.

#### **Mana ōrite mō te mātauranga Māori**

3. Mana ōrite mō te mātauranga Māori means equal status for mātauranga Māori in NCEA and is particularly important when deciding what *TMoA* subjects to support at NCEA Levels 1-3. Our goal is to ensure parity for mātauranga Māori with the other bodies of knowledge credentialed by NCEA (particularly Western/Pākehā epistemologies). This parity needs to span English-and Māori-medium settings. The Ministry is committed to ensuring mātauranga Māori is explicitly and equitably valued in NCEA and that mātauranga Māori pathways are acknowledged and supported equally in NCEA.

#### **Strengthen literacy and numeracy requirements**

4. This change is addressed primarily through the new Literacy and Numeracy corequisites, which are out of scope for this report.

#### **Have fewer, larger standards**

5. Currently, support for *TMoA* subjects at Levels 1-3 is inconsistent and inequitable. Some subjects lack a complete suite of Achievement Standards, and the majority only have internally assessed Standards available. Creating fewer, larger, more coherent standards for each *TMoA* subject will better ensure the coherency and robustness of NCEA across all mediums and settings.

#### **Simplify NCEA's structure**

6. Currently, navigating NCEA in MM settings is even more complex than in EM. This is because ākonga often engage with *NZC* standards and subjects, *TMoA* standards and subjects, and dual-curricular subjects and standards. The uneven support of *TMoA* subjects at NCEA Levels 1-3 in MM settings also creates unintentional dead-ends.
7. By committing to comprehensive suites of Standards for each *TMoA* subject we will simplify ākonga and kaiako engagement with NCEA in MM. This will also make NCEA easier to understand for families and whānau, and may help to reassure them about the robustness and coherence of MM senior secondary pathways.

#### **Show clearer pathways to further education and employment**

8. Ākonga in MM are restricted to a small number of *TMoA* subjects at Levels 1-3. If they wish to specialise, they have no choice but to engage with *NZC* subjects and standards, which may have little to no alignment with their *TMoA* learning. Ensuring every *TMoA* subject is eligible for University Entrance, creating more specialist subjects, particularly at NCEA Levels 2 and 3, and

developing Te Reo Pākehā will all increase the breadth of ākonga pathways and avoid the current dead-ends that plague most *TMoA* subjects. To achieve equitable pathways for ākonga Māori in MM we need to support an appropriate range of *TMoA*-aligned subject choices across NCEA Levels 1-3, including *TMoA* subjects which promote further opportunities to specialise at Levels 2 and 3. The small number of *TMoA* subjects and standards currently available fosters a reliance on *NZC* subjects and support materials for specialisation, which in eats into classroom time, as kaiako have to translate the products for delivery in te reo Māori.

### Keep NCEA Level 1 as an optional level

9. NCEA Level 1 is an important qualification for many ākonga Māori. Making this qualification broad and foundational, and including Te Reo Pākehā, will help ākonga who leave school with NCEA Level 1 to transition into vocational pathways, employment, and further education.
10. In drafting *TMoA* subject lists for NCEA Levels 1-3, we will contribute to the following educational policy visions and aims:
  - Ka Hikitia -for ākonga Māori to enjoy and achieve education success as Māori
  - Te Ahu O Te Reo Māori — foster education in te reo Māori for all kaiako in EM and MM settings
  - Tau Mai Te Reo -a cross-agency policy committed to growing te reo Māori though education, and growing education through te reo Māori.
11. The Crown and Ministry's obligations under Te Tiriti o Waitangi are also of paramount importance when considering inclusion of *TMoA* subjects within NCEA, for these are subjects which provide opportunities for Māori learners to succeed as Māori.
12. While the Ministry's obligations under Te Tiriti should be considered holistically, relevant considerations will include:
  - The perspectives of Māori, including iwi, hapū, and whānau, on whether the Ministry should support the development of a *TMoA* subject. Ākonga Māori participating in Aotearoa-NZ's national qualification (NCEA) should have the choice to learn and be assessed in te reo Māori
  - That the Ministry should, wherever possible, enable and support Māori to preserve and revitalise mātauranga Māori and te reo Māori
  - That kaitiakitanga may apply to certain bodies of mātauranga Māori, and that subjects or standards which are developed will need to appropriately respect that, balancing access against cultural protection
  - That subjects grounded in te ao Māori and mātauranga Māori ought to have equal mana with subjects which reflect non-indigenous paradigms or knowledge bases.



Support and demand for *TMoA*

1. *Te Marautanga o Aotearoa (TMoA)* was first released in 2008. It is a unique curriculum framework and forms half of the national curriculum, along with the NZ Curriculum (*NZC*). As Aotearoa's first indigenous curriculum for Primary and Secondary schooling, *TMoA* acts as the foundation for Māori-medium education (MM). It outlines the core learning and competences of ākonga studying in MM.
2. *TMoA* also aims to support all ākonga Māori to be successful in te ao Māori and te ao Pākehā. This is important because three-quarters of all ākonga Māori are engaged in senior secondary education through English-medium settings (EM), where no learning is delivered in te reo Māori. In 2019, 24,907 of the 33,169 ākonga Māori (75.1 per cent) in Years 11-15 were in EM, while in 2020, 25,474 of 34,638 ākonga Māori (73.5 per cent) were in EM.<sup>1</sup> These students are not recorded on their school roll at any level of Māori language learning. However, this means that our totals may include students who study at some level of Māori language learning, where the school does not receive Māori Language Programme funding for these students.
3. In 2020 the number of ākonga enrolled across all MM senior secondary settings (Years 11-15) rose to 1819, with 16 non-Māori students in the cohort (less than 1 per cent). 868 of these ākonga were enrolled in Year 11, 502 in Year 12, 408 in Year 13, and the remaining 41 in Years 14 and 15. This represented a 14.7 per cent increase across senior secondary MM from the previous year: as at 1 July 2019, the total was 1586, and only 12 of these ākonga identified as non-Māori (0.75 per cent). The proportion of non-Māori ākonga enrolled in MM appears consistent over time. Indeed, for the period 2010-20 inclusive, an average of 99.12 per cent of all ākonga in senior secondary years at these kura identified as Māori.

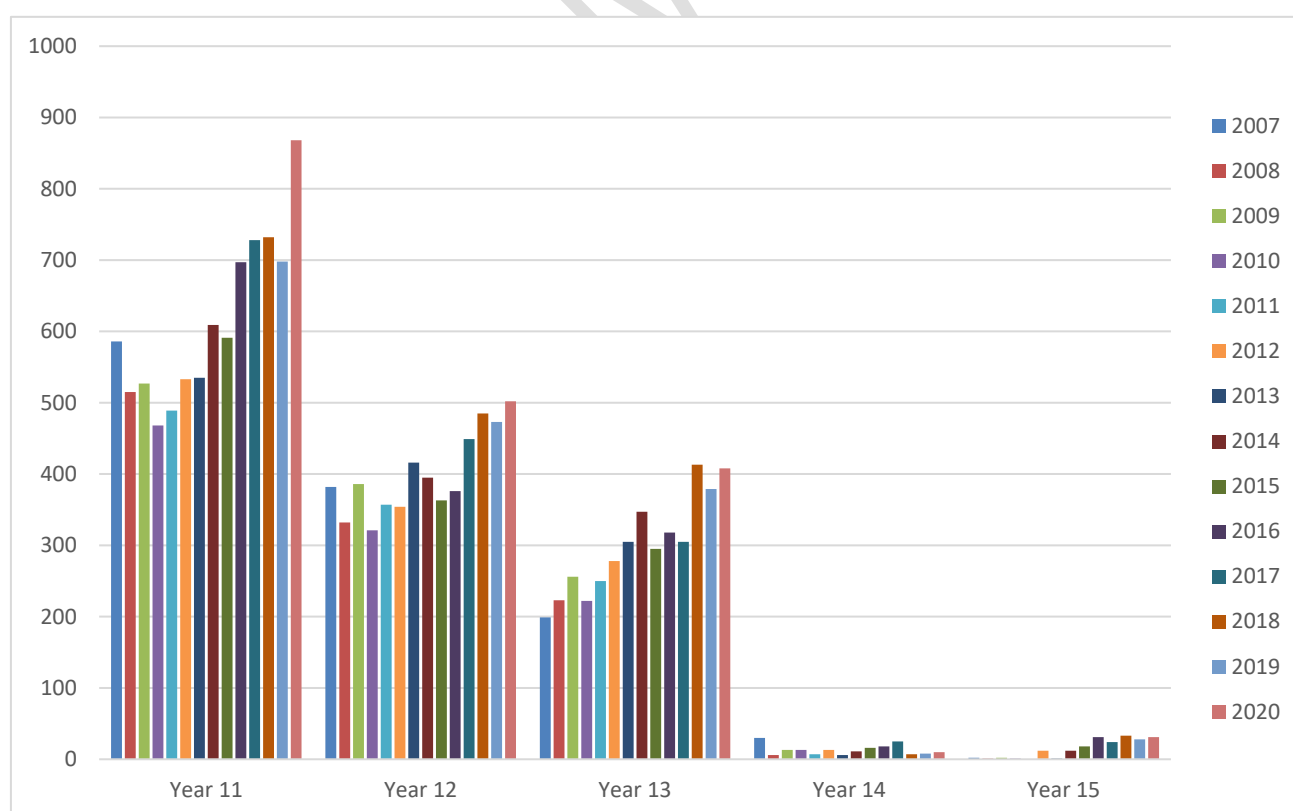


Table 1 Breakdown by Year level of total number of ākonga (Māori and non-Māori) in MM 2007-20.

4. MM at the senior secondary level takes place in wharekura, Māori immersion units (rumaki), and some Special Character schools, where kaiako deliver Levels 6-8 of the curriculum in te reo Māori at least 51 per cent of the time.<sup>2</sup>
5. Of the 15,104 ākonga Māori who left school in 2019, only 3.9 per cent (596) had been learning in MM. This proportion decreased 0.4 per centage points from 2018 (4.3 per cent).<sup>3</sup> More importantly, though, 78.7 per cent of these Māori school leavers (463 ākonga) from MM achieved at least NCEA Level 2 or equivalent, only 0.1 per centage points lower than that of total school leavers, while the proportion of Māori school leavers from English medium education (EM) who achieved at least NCEA Level 2 or equivalent in 2019 was only 64.1 per cent (9,303 ākonga), 14.7 per centage points lower than that of total school leavers. However, there are significant retention issues within this pathway due to infrastructure capacity, transitions, teacher supply and expertise, and critical awareness of whānau. Creating bespoke *TMoA* subjects at NCEA Levels 1-3 is one lever that we can use to improve retention in MM pathways.
6. Longitudinal data, including these more recent examples, show that ākonga Māori in MM settings achieve, and in many cases exceed, the general average of all ākonga in EM settings. Crucially, ākonga Māori in kura and wharekura achieve at significantly higher levels than ākonga Māori in English Medium (EM) settings. Such data suggest that MM senior secondary pathways are capable of delivering exceptional results for Māori. This has led researchers to conclude that ākonga Māori do best in settings and curriculum founded on te ao Māori policies and mātauranga Māori, and where learning is delivered mostly in te reo Māori.
7. To achieve equitable pathways for ākonga Māori in MM we need to support an appropriate range of *TMoA*-aligned subject choices across NCEA Levels 1-3, including *TMoA* subjects which promote further opportunities to specialise at Levels 2 and 3. The small number of *TMoA* subjects and standards currently available fosters a reliance on *NZC* subjects and support materials for specialisation, which in eats into classroom time, as kaiako have to translate the products for delivery in te reo Māori.
8. Following *TMoA*'s introduction in 2008, the Ministry began developing bespoke NCEA support for MM. In EM, Achievement Standards (AS) are used, and in MM, Paerewa Paetae (PP) is used. Where 'AS' is used in this report it refers to *NZC* credentialing, while PP refers to *TMoA* credentialing. Standard or standards, written with a lowercase 's', may refer to both AS and PP, and is used throughout when discussing *NZC* and *TMoA* materials together, or standards in a broader, more general sense.
9. Wāhanga Ako are from the *TMoA* and correspond to (but are not identical to) the Learning Areas within *NZC*. For the purposes of this report, '*TMoA* subject' is used to refer to bodies of learning within and across *TMoA* which can be credentialed through NCEA and have either their own assessment matrix, or will have one developed once the Provisional Subjects are agreed.
10. NCEA Level 1 PP credentialing was first implemented in 2014; for NCEA Level 2 PP in 2016; and for NCEA Level 3 PP in 2017. Moreover, the Ministry only completed its initial development of *TMoA* subjects across all NCEA Levels in 2019, and not all existing *TMoA* subjects and

<sup>1</sup> The difference (6688 ākonga in 2019, and 7361 in 2020) is made up of ākonga Māori who are not in immersion or wharekura settings, but do receive some of their learning in te reo.

<sup>2</sup> This includes Level 1 (81-100 per cent of delivery in Māori) and Level 2 (51-80 per cent of delivery in Māori) te reo Māori immersion settings. References to MM in the context of NCEA supports refers to all these settings.

<sup>3</sup> MM suffers from poor retention rates. Participation declines as children transition from kura/primary (12 per cent participation) to wharekura/secondary (five per cent).

supporting resources have been fully developed. Some *TMoA* subjects do not have an associated NCEA subject.

11. The quality of existing *TMoA* supports is a further concern. Existing *TMoA* subjects in some cases fail to reflect the experience of ākonga, and some exist as translations of *NZC* based subjects with European cultural and normative assumptions that are not appropriate in MM. Making NCEA more accessible (NCEA Change 1) calls for the development of *TMoA* subjects and PP because this will help to reduce cultural assumptions and the use of contexts in NCEA that exclude some ākonga (especially Māori) while privileging others (especially Pākehā). While there has been no official requirement that *TMoA* exist as a direct translation of the parallel *NZC* since 2007 — as there was when the curriculum was inaugurated in the 1990s — the requirement at their inception that Pāngarau and Pūtaiao mirror the *NZC* curriculum in these areas (Mathematics and Science) imposed limits on the innovativeness and specificity of these *TMoA* subjects, and continues to affect the appropriateness, to varying degrees, of all *TMoA* subjects for ākonga.<sup>4</sup>
12. A recent analysis of the uptake of these NCEA Level 1 to 3 *TMoA*-derived subjects and standards in kura and MM settings shows that those derived uniquely from *TMoA* continue to suffer low usage. Apart from Te Reo Rangatira standards and assessments, kura mostly use *NZC* standards at NCEA Level 1 and beyond to credential ākonga's learning. Many kura appear to defer to *NZC* derived standards (see Appendix A).
13. Feedback from the Ministry's advisory and reference groups (including the *TMoA* Panel, Māori Medium SQAG, and the Tumuaki forum) indicates that the lack of teaching and assessment resources — particularly kaiako and ākonga-facing, such as exemplars, model assessment tasks, etc — and support for *TMoA*-derived standards plays a significant role in the low uptake of *TMoA*-derived subjects. A lack of knowledge across the sector regarding both the existence of *TMoA* PP and their applicability (where relevant) to University Entrance and pathways also contributes to this phenomenon. In a recent public engagement on NCEA, 77 per cent of the 3615 respondents (2799) were unaware that *TMoA* existed and that NCEA subject support for *TMoA* was provided by the Ministry.<sup>5</sup>

### Dual-Curricular Standards — Ministry position to change

14. 52 wharekura, along with an unreported number of other MM settings, currently use *TMoA* standards but, as mentioned above, support for these is insufficient. Many kaiako therefore continue to rely on AS rather than PP (so *NZC* subjects and supports, not *TMoA* subjects). This includes the use of 'dual-curricular standards', and accompanying support materials, which are derived from *NZC*. In theory, any *NZC* AS can be used as a 'dual-curricular standard'. *Dual* is intended to indicate that ākonga studying in both MM and EM senior secondary settings can partake in these AS and have their work credentialed towards NCEA. Dual-curricular standards are not aligned with *TMoA*, and derive entirely from *NZC*. For some subjects, notably Pāngarau, NZQA has made available te reo Māori translations of the dual-curricular standards. This fulfils the policy aim of improving access to learning and qualifications for all but is insufficient for the parity objective of Mana ōrite (NCEA Change 2).
15. Indeed, as there are no te reo Māori texts in any *NZC* subject other than Te Reo Māori, using dual-curricular standards can result in extra workload for kaiako to develop their own quality

<sup>4</sup> See Stewart, G., Trinick, T., and Dale, H. (2017). 'Te Marautanga o Aotearoa: History of a national Māori curriculum'. *Curriculum Matters* 13, 8-20. <https://doi.org/10.18296/cm.0018>

<sup>5</sup> Annex C Provisional Subject List Feedback Report 2020

resources for delivery in MM. Placing this burden on individual kaiako or kura is also inefficient. Where teaching capability and capacity does not exist, kaiako may have no real option but to deliver the NZC standards in English. This status quo is inequitable for ākonga Māori and kaiako in MM when compared with the corresponding supports and materials available to teachers and ākonga in EM.

16. A review of the Ministry's position on dual-curricular standards is recommended to recognise that *TMoA* subjects are most suitable for kaiako and ākonga in MM. Subject to available funding, the Ministry will develop more support for *TMoA* subjects over time (ie no longer make investments in dual-curricular standards-type provision). Dual-curricular standards should no longer be called as such and, where translations of NZC standards are used in MM, these should be clearly identified as 'translations'.
17. The Ministry anticipates that AS translated into te reo Māori will be a necessary part of subject provision for the foreseeable future (based on current demand) and that it will be critical to support the transition over time towards greater uptake of *TMoA* subjects by ākonga. Time is also required to develop, build, and evaluate the new *TMoA* subjects and supporting materials.
18. An emphasis on increasing the uptake of *TMoA* subjects and associated learning is a (draft) key indicator currently being developed by the O&I team to ensure the NCEA Change Programme achieves its medium to long-term outcomes.
19. At present, there are 158 *TMoA* PP across seven Wāhanga Ako for NCEA Levels 1-3. To achieve consistency and coherence across subjects, each subject matrix developed during *TMoA* RAS will have 4 PP. These will be larger, with a focus on the important learning and of a more consistent size (NCEA Change 4). If the Provisional Subjects are agreed, this would result in an overall reduction to 160 PP, a decrease in subjects from ten to eight at NCEA Level 1, and an increase in subjects from ten to sixteen at NCEA Levels 2 and 3.

<b><i>TMoA</i> Level 1 Subject List Totals</b>	External Credits	Internal Credits	Total Credits
<b>PP currently available</b>	0 (0)	289 (51)	289 (51)
<b>How support changes (Provisional Subject List)</b>	100 (20)	100 (20)	200 (40)
<b><i>TMoA</i> Level 2 Subject List Totals</b>	External Credits	Internal Credits	Total Credits
<b>PP currently available</b>	24 (6) <sup>6</sup>	253 (68)	277 (71)
<b>How support changes (Provisional Subject List)</b>	160 (32)	160 (32)	320 (64)
<b><i>TMoA</i> Level 3 Subject List Totals</b>	External Credits	Internal Credits	Total Credits
<b>PP currently available</b>	39 (9) <sup>7</sup>	211 (53)	250 (62)
<b>How support changes (Provisional Subject List)</b>	160 (32)	160 (32)	320 (64)

<sup>6</sup> 15 from three Dual AS — Pāngarau; 9 from three *TMoA* Unique PP -Te Reo Rangatira

<sup>7</sup> 29 from six Dual AS — Pāngarau; 10 from three *TMoA* Unique PP -Te Reo Rangatira



20. Following this model will also promote equivalency between *NZC* and *TMoA*, and parity for ākonga. While AS and PP will not be direct translations of one another, allowing ākonga and whānau to see *NZC* and *TMoA* unique standards side-by-side, with even distribution of credits, will make this parity more concrete. If overlap arises, exclusions between standards may be required to ensure appropriate co-delivery of *TMoA* PP and *NZC* AS to ākonga taking courses which draw from both curriculum statements.
21. The intention of these changes is to ensure coherent learning that prepares ākonga for a range of pathway options and support a teaching and learning environment where curriculum, not assessment, is at the forefront (NCEA Change 5). For MM, this means specifically supporting the sector to develop strong teaching and learning programmes that can be assessed using the PP, and building on this incrementally at future NCEA review points.
22. In late 2020 redevelopment of the existing NCEA Level 1 *TMoA* subjects began (excluding Hangarau Matihiko — which was first developed most recently, but is not yet NCEA-credentialed) and detailed PP Matrices were developed. The development of PP has aimed at maximising teaching and learning in the classroom, and on ensuring that PP are used in a way that supports strong localised curricula that are community driven. The Ministry did not consult on this because no changes to the Level 1 subject list were planned. However, it has become clear that there is a need for more *TMoA* subjects, including at Level 1 which is an important qualification for ākonga Māori (NCEA Change 7). It is therefore recommended that the Ministry undertake public engagement before proceeding further (to finalise the subjects with the Minister's approval).
23. Current *TMoA* subjects are depicted in the diagram below:



## Approach

24. The development of *TMoA* NCEA subjects between 2013-19 was a crucial step towards equity in senior secondary education for ākonga Māori. The Ministry acknowledges, however, that in many cases the products developed are neither sufficient nor fit for purpose. We have the opportunity now (through the RAS) to further refine the way the Ministry supports *TMoA* subjects, earlier than would usually be the case (considering NCEA AS/PP are typically reviewed every five years). The development work that has gone into these existing supports in recent months will provide a valuable and firm foundation for improvements to be made.
25. The application of the seven changes to *TMoA* RAS differs somewhat to their application to *NZC*, since the issues facing *TMoA*-derived subjects and PP themselves differ from those facing *NZC*-derived subjects and standards. Whereas there are too many fragmented subjects and AS for *NZC*, *TMoA* subjects and PP are much fewer in number, and provide incomplete coverage of *TMoA* Significant Learning, with greatly limited specialisation at Levels 2-3.<sup>8</sup> That some *TMoA*-derived subjects do not have a full suite of PP which allows for ākonga to take only *TMoA* PP, or rely heavily on *NZC*-derived standards, means extra care must be taken when deciding which AS to develop, merge, or discard (see Change 2).
26. Ākonga are our most important stakeholders in the *TMoA* RAS. They stand to benefit from coherent learning that is clearly derived from *TMoA*, and will also benefit from experiencing task design that is localised to their context and curriculum.
27. MM settings, as mentioned, are severely constrained by both teacher capability and capacity. There are not enough fluent te reo speakers who are able to teach *TMoA* subjects, and this is most acutely felt as specialisation increases in subjects such as chemistry, physics, digital technology, and calculus. A fresh look is needed at the professional learning and development (PLD) available to support MM, to ensure it is targeted appropriately considering the changes to NCEA. For subjects to be delivered effectively, there needs to be a workforce available to deliver them, and capable of creating, marking, and moderating assessments both internally and externally. As such, where new subjects are proposed, it is important to ensure that the workforce can deliver these. These concerns about workforce capability must be mitigated, where feasible, by ensuring sufficient support to the workforce such as resources and PLD, and working with Initial Teacher Educators (ITEs) to produce fit-for-purpose initial and returning teacher training supports.
28. However, the Ministry views capability and demand for *TMoA*-derived subjects differently to that for *NZC* derived subjects. This is because, as stated above, the resourcing of *TMoA* PP is inconsistent. Thus, where a *TMoA* PP presents low usage data, promotion and accessibility of its associated materials was considered, rather than assuming that kura, kaiako, and ākonga have no interest in or use for it. In many cases access has only recently been made available, so evaluation of current uptake does not have historical trend data with which to draw comparisons.
29. Part of this change is also to strengthen the PP derived from *TMoA* so learning in senior secondary MM schools is curriculum-first, and *TMoA* PP are well supported. The mechanism

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<sup>8</sup> Only seven of the NCEA subjects currently listed on the NZQA website are derived from *TMoA*. And these subjects derived from *TMoA* reflect the learning areas of the curriculum. On the other hand, NCEA subjects derived from the *NZC* reflect either the learning area, or the subdisciplines within a learning area. This has led to a status quo wherein there are far fewer *TMoA*-derived subjects and PP. As such, there is a clear variation in the way *TMoA*-derived standards and *NZC*-derived standards have been registered.

for this is through the Review of Achievement Standards (RAS), of which Cabinet has agreed the following technical settings:

- Standard sizing will be consistent, at between 4-6 credits for each PP.
  - Assessment Matrices will be reduced to 20 credits in total per subject, per NCEA Level.
  - Assessment modes will be rebalanced across each matrix so there is an approximate 50:50 split between internal and external assessment modes. NCEA subjects will have two externally assessed standards; one examination and one using an alternative external assessment mode.
  - Ākonga need 60 credits at each level of NCEA to gain the qualification.
30. To date, no exceptions to the above technical settings have been agreed. Comprehensive adoption of these settings across *TMoA* RAS will contribute to improved credibility of the NCEA and to the coherency of pathways.
31. *TMoA* PP are developed in te reo Māori, and te reo Māori is the language for learning, teaching and assessment of these PP, thereby serving to normalise the use of te reo Māori in education -a significant pathway towards actualising te reo Māori revitalisation. It is expected that the new PP developed to be significantly broader than many of the existing standards, especially as some standards and learning will be subsumed within others to reduce the overall number of PP (NCEA Change 4). These changes will ensure alignment of expectations, credit value, and conceptual difficulty across *TMoA* subjects.
32. The interests of stakeholders in the NCEA including kura, wharekura, kaiako, and ākonga, and indirect stakeholders such as hapū, iwi, employers and universities, the general public, and the Ministry (in terms of quality supports), will be taken into account through public engagement.
33. The Ministry anticipates significant feedback regarding the use of Field Māori Unit Standards (US) during public engagement. These are widely used in MM, which offers another explanation as to why *TMoA* PP suffer from low usage and cover Significant Learning across Wāhanga Ako. However, US do not support equitable outcomes for ākonga as they do not count towards UE, and lack prestige in the sector. Nor are they derived from the *NZC* or *TMoA*, which brings into question their validity and fitness for purpose to assess deep curriculum learning. Where appropriate, the Ministry recommends drawing on any learning covered in these US which is relevant to *TMoA*, and incorporating this into new *TMoA* PP.
34. The analysis in this paper draws upon the following sources:
- Usage data on *TMoA* PP uptake provided by the New Zealand Qualifications Authority (NZQA)
  - Meetings with the previous developers of *TMoA*-derived assessment, or the '*TMoA* Panel Leads'
  - Engagements conducted with MM kura across Aotearoa New Zealand in 2018 and 2019
  - The report 'NCEA Review: Findings from the public engagement on the future of NCEA' prepared by the New Zealand Council for Education Research in December 2018

35. In order to determine the operational and design detail around this change for standards derived from *TMoA*, the Ministry sought advice and guidance from a panel of experts in MM (*TMoA* Panel) from across a range of Wāhanga Ako (learning areas). The Panel Leads<sup>9</sup> are:

- Pāngarau — Tony Trinick
- Hauora — Āwhina Gray
- Ngā Toi — Rawiri Toia
- Hangarau — Wawaro Te Whaiti
- Tikanga ā-iwi — Hēmi Dale
- Pūtaiao — Pauline Waiti
- Te Reo Rangatira — Hineihaea Murphy

36. Six additions to the *TMoA* Subject list are proposed:

- Hangarau Matihiko at Levels 2 and 3 only — the subject is within the Hangarau Wāhanga Ako, and currently has an incomplete suite of PP (including at Level 1); at Level 1 the subject can be effectively supported through the foundational subject of Hangarau. Redevelopment at Level 1 may be difficult to justify and reconcile with the broad/foundational priority.
- Te Hītori o Aotearoa, a new subject at NCEA Levels 2-3 to provide specialisation in the Tikanga ā-iwi Wāhanga Ako (Social Studies);
- Toi Whakairo (Carving), a new subject at NCEA Levels 2 and 3 to provide specialisation within Ngā Toi. This subject is currently supported by US;
- Mau Rākau, a new subject at NCEA Levels 2 and 3 to provide specialisation within Ngā Toi. This subject is currently supported by US;
- Tauhokohoko (Commerce) — another specialist subject at NCEA Levels 2-3 within Tikanga ā-iwi;
- Te Reo Pākehā, a subject which would be developed as a New Subject at Levels 1-3.

37. The *TMoA* RAS is taking place in parallel to the *NZC* RAS. Rebuilding, and in some cases building for the first time, *TMoA* Assessment Matrices is an opportunity to support the sector to deliver PP in a way that is relevant and contextualised to a diverse range of MM settings. In the *NZC* context, scoping the development of *NZC* subjects to be translated into te reo Māori is recommended to provide a connection between the current state and the ideal state. However, this would need to be carefully balanced with the imperative to create a full suite of *TMoA* subject supports, conceived and delivered in te reo Māori. In MM, translations should only be viewed as the connective tissue between status quo and ideal state.

38. As a successful example of this, the new Subject Te Ao Haka will also be available to MM settings, but its development aligns primarily with *NZC* RAS, to ensure accessibility to ākonga Māori in all settings.

<sup>9</sup> Biographies of the Panel Leads are located in Appendix E.



39. The proposed list of subjects that follows does not preclude the development of further *TMoA*-derived subjects as part of the Ministry's separate process for determining support for New Subjects.
40. The Ministry continues to explore with kaiako Māori, experts in mātauranga Māori, and peak bodies whether to develop further new subjects at NCEA Levels 1-3. While this is out of scope for the RAS project, if these stakeholders propose new subjects, the Ministry can consider progressing the development of those as additional scope within the RAS project.
41. While the Ministry will finalise the subject list post-public engagement, it is recommended that you approve the Provisional Subjects now so that development work can continue.

Proactively Released

## Part 2

### Recommendations

1. The Ministry recommends the following list of *TMoA* Subjects at NCEA Level 1:

Wāhanga Ako	Current Subject(s)	Under Development	Provisional Subject(s)
Te Reo Māori	Te Reo Rangatira	Te Reo Rangatira	Te Reo Rangatira
Pāngarau	Pāngarau (Mathematics)	Pāngarau	Pāngarau
Pūtaiao	Pūtaiao (Science)	Pūtaiao	Pūtaiao
Hauora	Hauora (Health)	Hauora	Hauora
Tikanga ā-lwi	Tikanga ā-lwi (Social Studies)	Tikanga ā-lwi	Tikanga ā-lwi
Ngā Toi	Ngā Mahi a te Rēhia	Ngā Mahi a te Rēhia	Ngā Mahi a te Rēhia
	Toi Puoro (Music)	Toi Puoro	Toi Puoro
	Toi Ataata	Toi Ataata	Toi Ataata
Hangarau	Hangarau (Technology)	Hangarau	Hangarau
	Hangarau Matihiko (Digital Technology)		
Te Reo Pākehā	--	--	Te Reo Pākehā <sup>^</sup>
Ngā Reo	--	--	--
Total	10	9	10

1. The Ministry recommends the following list of *TMoA* Subjects in at NCEA Levels 2 and 3:

Wāhanga Ako	Current Subject(s)	Provisional Subject(s)
Te Reo Māori	Te Reo Rangatira	Te Reo Rangatira
Pāngarau	Pāngarau (Mathematics)	Pāngarau
Pūtaiao	Pūtaiao (Science)	Pūtaiao
Hauora	Hauora (Health)	Hauora
		Hākinakina (Physical Education) ^
Tikanga ā-Iwi	Tikanga ā-Iwi (Social Studies)	Tikanga ā-Iwi
		Te Hītori o Aotearoa (Aotearoa-NZ History) ^
		Tauhokohoko (Commerce) ^
Ngā Toi	Ngā Mahi a te Rēhia	Ngā Mahi a te Rēhia
	Toi Puoro	Toi Puoro
	Toi Ataata	Toi Ataata
	--	Toi Whakairo (Carving) ^
	--	Mau Rākau ^
Hangarau	Hangarau (Technology)	Hangarau
	Hangarau Matihiko	Hangarau Matihiko
Te Reo Pākehā	--	Te Reo Pākehā ^
Ngā Reo	--	--
Total	10	16

^ New subject

## 2.1 Te Reo Māori

2. This Wāhanga Ako currently incorporates three strands of learning at NCEA Levels 1-3: taha kōrero (oral language), tuhituhi (writing), and pānui (reading). These make up one subject entitled Te Reo Rangatira, which recognises the interrelationship and co-dependence of language modes (ā-Waha, ā-Tā and ā-Tinana).
3. As a learning area, Te Reo Māori supports the acquisition of Māori language skills for a wide range of communicative and academic purposes. It provides MM ākonga with the knowledge and opportunity to explore, understand, develop, and express their learning in te reo Māori, through te ao Māori. Similar to the levelling of NCEA English within EM schools, the levels of Te Reo Māori expected at NCEA Levels 1-3 have been determined according to the potential of ākonga learning in Māori immersion settings. The subject Te Reo Rangatira caters to heritage language speakers of te reo Māori, unlike its equivalent subject in NZC, Te Reo Māori, which is for second-language learners.
4. The Ministry's overarching recommendations for Te Reo Rangatira concern the need to increase support for the teaching, learning, and assessment of te reo Māori. The Ministry is exploring how to improve existing resources for the subject, create new materials, and socialise these within the sector.

### *Te Reo Rangatira*

5. Te Reo Rangatira is regarded as more difficult than the NZC-derived NCEA subject Te Reo Māori but the distinction between the two subjects is often not well understood both within the education sector, and in tertiary and industry settings. This can dissuade students from engaging with Te Reo Rangatira and may inhibit the potential to maximise the growth and quality of Māori language being learnt in wharekura. Currently, Te Reo Rangatira PP also have fewer credits, although this should be rectified as part of the RAS changes.
6. The relationship of Te Reo Rangatira in TMoA with Te Reo Māori in NZC is certainly important, not least because many ākonga in MM, along with ākonga Māori in EM, access both Te Reo Māori and Te Reo Rangatira standards. In 2019, Murphy identified an alternative approach to the development of Te Reo Māori AS and Te Reo Rangatira PP, which would have involved developing a coherent matrix to more clearly identify and differentiate the focus of each curriculum as well as those aspects, if any, which are generic to both.
7. Consideration of this recommendation has provided some important insights into the ongoing development of both subjects across NCEA Levels 1-3. The Ministry's recommendation at this time is to maintain a clear differentiation between first- and second-language learning and assessment to ensure strengthening of literacy for ākonga in MM (NCEA Change 3). The Ministry has chosen therefore to keep the subjects separate, as the target learner groups, and priorities of each subject remain distinct. The Ministry's position is to treat Te Reo Rangatira and Te Reo Māori as first- and second-language subjects for the study of te reo Māori.
8. Further research is required to explain the decline in number of Te Reo Rangatira Level 1 PP attempted by ākonga in MM, and the concomitant increase in Te Reo Māori Level 1 AS attempted by this group between 2017-18. One possible explanation arises from the perception within the sector, as signalled above, that Te Reo Rangatira PP are prohibitively difficult (particularly when levelled against the AS for NZC Te Reo Māori). Another possibility is that people do not understand the difference between the two NCEA subjects and while the PP and AS carry the same credit values, despite significant differences in the level of language proficiency demanded by each, there is little extrinsic incentive for MM ākonga to engage in Te Reo Rangatira PP.

9. More importantly, there is also a need for further resourcing and support to improve uptake of the subject. The Ministry will continue to investigate these matters, and further strategies for improving awareness and uptake of Te Reo Rangatira.
10. As Te Reo Māori and Te Reo Rangatira are being developed in parallel by Pānia Papa & Leon Blake (NZC) and Hineihaea Murphy (TMoA), there will be further opportunities to distinguish the respective NZC and TMoA subjects from one another, where appropriate. More importantly, there will be opportunities to bring them together in a stronger relationship.
11. Unlike other TMoA subjects, Te Reo Rangatira at NCEA Levels 1, 2, and 3 already has some external PP, and continues to be recognised by NZQA as a UE subject. It also has a large number of credits across all levels. This means that any rebuilding of this subject during TMoA RAS will adopt a 'light touch' approach.

**Level 1 Support — Current and Target**

Te Reo Rangatira — NCEA Level 1	External Credits	Internal Credits	Total Credits
Support currently available	9 (3)	29 (9)	38 (12)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

**Level 2 and 3 Support — Current and Target**

Te Reo Rangatira — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	9 (3)	35 (9)	44 (12)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

Te Reo Rangatira — NCEA Level 3	External Credits	Internal Credits	Total Credits
Support currently available	10 (3)	26 (6)	36 (9)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

## 2.2 Pāngarau (Mathematics)

12. The significant learning of Pāngarau at NCEA Level 1 is arranged into three strands: Number and Algebra; Measurement and Geometry; and Statistics. This reduces to two strands at Levels 2 and 3: Algebra and Calculus; and Statistics. In both cases, the significant learning coheres as one subject — Pāngarau.
13. Historically, the majority of Pāngarau PP have been a direct translation, from English to Te Reo Māori, of the NZC-derived Mathematics and Statistics AS. Crucial to ensuring parity for ākonga Māori will be redeveloping Pāngarau so that it richly reflects a kaupapa Māori view of the study of mathematics in all standards, across all levels. This will include, but is not limited to, the subject's language of instruction. It is not expected that the content of the subject will change significantly.

### Pāngarau

14. Panel Lead Tony Trinick found that few ākonga are accessing the PP for Pāngarau. Indeed, uptake of existing Level 1 PP between 2014-18 has been variable. However, all PP have had some use, with a total of 462 entries across PP over the period. Of the total number of entries, 156 returned no result and there is no contextual data to explain the reasons or circumstances around this. Level 2 and 3 PP have only returned results in 2018 and, of the 4 PP available at Level 2, only 3 have been accessed. This is the same at Level 3. At Level 2 there were 42 entries in total, with 14 entries returning no result, while at Level 3 there were 12 entries in total, and no grade higher than 'Achieved' was returned.
15. The 2019 audit of usage by MM ākonga suggests that awareness of Pāngarau PP is lacking among teachers, ākonga, and whanau. Instead, MM ākonga are using NZC-derived AS. Trinick believes that several kura are teaching and assessing dual-curricular standards in te reo Māori, but the AS usage data do not currently measure this nuance.

### Level 1 Support — Current and Target

16. At present, only two TMoA PP exist for Pāngarau at Level 1. Each offers 3 credits and is internally assessed (13 further dual-curricular AS exist which offer 40 credits, including 4 AS that are externally assessed for a total of 16 credits).

Pāngarau — NCEA Level 1	External Credits	Internal Credits	Total Credits
<b>Total Support currently available</b>	<b>16 (4)</b>	<b>30 (9)</b>	<b>46 (15)</b>
- Current TMoA Unique Standards	0 (0)	6 (2)	6 (2)
- Dual-curricular Standards (NZC- & TMoA-derived)	16 (4)	24 (7)	40 (13)
<b>How support changes (Provisional Subject List)</b>	<b>10 (2)</b>	<b>10 (2)</b>	<b>20 (4)</b>
- TMoA Unique Standards	10 (2)	10 (2)	20 (4)

17. In recognition of these imbalances new Learning and Assessment Matrices have been developed for Level 1 Pāngarau, and matrices for Level 2 and 3 are also undergoing development. This rebuilding of matrices will require substantial rewriting of all standards.
18. New TMoA PP for Level 1 are under development alongside the NZC-derived Level 1 Mathematics and Statistics AS. The new standards will allow for learning and assessment in te reo Māori, and through a variety of contexts. For example, a portfolio could demonstrate

knowledge of pāngarau for external examination purposes. Exclusions may be required to allow wharekura to use both *TMoA* PP and *NZC* AS when designing integrated courses in both languages. Pāngarau on its own should be used where delivery is in te reo Māori.

**Level 2 and 3 Support — Current and Target**

19. At present, only two *TMoA* PP exist for Pāngarau at Level 2. Each offers 3 credits and is internally assessed. 14 further dual AS exist, totalling 44 credits, which includes 3 AS that are externally assessed and total 15 credits. There are no *TMoA* PP for Pāngarau at Level 3. A student's only choice if they wish to take this at Level 3, and have their learning credentialed towards UE, is to access some or all of the 15 AS exist which are co-derived from *NZC* and *TMoA* and total 60 credits, including 6 AS that are externally assessed and total 29 credits.

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<b>Pāngarau — NCEA Level 2</b>	External Credits	Internal Credits	Total Credits
<b>Total Support currently available</b>	<b>15 (3)</b>	<b>41 (15)</b>	<b>46 (16)</b>
- Current <i>TMoA</i> Unique Standards	0 (0)	6 (2)	6 (2)
- Dual-curricular Standards ( <i>NZC</i> -& <i>TMoA</i> -derived)	15 (3)	29 (11)	44 (14)
<b>How support changes (Provisional Subject List)</b>	<b>10 (2)</b>	<b>10 (2)</b>	<b>20 (4)</b>
- <i>TMoA</i> Unique Standards	10 (2)	10 (2)	20 (4)

<b>Pāngarau — NCEA Level 3</b>	External Credits	Internal Credits	Total Credits
<b>Total Support currently available</b>	<b>29 (6)</b>	<b>31 (9)</b>	<b>60 (15)</b>
- Current <i>TMoA</i> Unique Standards	0 (0)	0 (0)	0 (0)
- Dual-curricular Standards ( <i>NZC</i> -& <i>TMoA</i> -derived)	29 (6)	31 (9)	60 (15)
<b>How support changes (Provisional Subject List)</b>	<b>10 (2)</b>	<b>10 (2)</b>	<b>20 (4)</b>
- <i>TMoA</i> Unique Standards	10 (2)	10 (2)	20 (4)

20. As noted, the Ministry is developing Pāngarau at NCEA Levels 1-3, and will replace existing standards (PP and dual-curricular) with 4 new *TMoA* PP worth a total of 20 credits at each level.
21. This means that, while the Ministry will move away from the status quo where Pāngarau exists as a translation of *NZC* Mathematics, care must be taken to ensure some alignment and integration of knowledge where possible and appropriate. Alignment can create issues of overlap, and therefore exclusion between NCEA standards.
22. At these higher levels of NCEA, a further consideration is the relationship between Pāngarau and UE. Universities do not acknowledge Pāngarau in its current form, and as mentioned above, it does not have any PP at Level 3. The dual subject Mathematics/Pāngarau was however added to NZQA's approved UE subject list in 2017. Such inconsistency and uncertainty may disincentivise ākonga from continuing the subject at Levels 2 and 3, especially if they need *NZC* Calculus and/or Statistics for their chosen tertiary pathway. It is the Ministry's intention to seek the inclusion of every NCEA Level 3 subject on the UE-recognised list. This may justify exploring specialisation at Level 2 and 3 to mirror the UE EM requirements.



## 2.3 Pūtaiao

23. Pūtaiao, the one subject drawing on the Significant Learning of this Wāhanga Ako, comprises four strands of learning at NCEA Levels 1-3. These are: Te Ao Tūroa (The Natural World), which looks at Biology, Earth Science, and Astronomy; Ō Ahupūngao (The Physical World); Ō Kawekawe (The Material World), which looks at Chemistry; and Ngā Tautake Pūtaiao me ngā Kōrero o Mua (Philosophy and History of Science), which offers a critical perspective on scientific knowledge.
24. Philosophy and History of Science is a unique strand in Pūtaiao, with no equivalent in *NZC*. It promotes discussion and analysis of the ways in which science has been used to support the dominance of Eurocentric views (among which, its use as a rationale for colonisation of Māori and the suppression of Māori knowledge); and the notion that science is a Western European invention and itself evidence of European dominance over Māori and other indigenous peoples. Pūtaiao allows opportunities to incorporate Māori perspectives and knowledge about the natural world into the classroom. In this regard, it decentres Western epistemologies and methodologies.

### Pūtaiao

25. Despite its unique and invaluable characteristics, Panel Lead Pauline Waiti's analysis of uptake data, along with her kōrero with kaiako and ākonga, confirmed that a re-thinking of Pūtaiao as an NCEA subject is necessary. Ākonga in MM accessing *NZC* Science subjects and dual-curricular standards at NCEA Levels 1-3 significantly outnumber those taking Pūtaiao. The uptake of PP at Level 1 between 2014-18 was variable, with a total of 462 entries across the PP over the five-year period. However, a 156 of these entries had no result, suggesting ākonga did not complete their assessments in this subject. 2018 was the first year in which results came in for Pūtaiao PP at NCEA Levels 2-3. While entry and completion rates were low, further research is required to provide a comprehensive understanding about the resourcing and uptake of Pūtaiao programmes.
26. For the purposes of *TMoA* RAS, evidence suggests that kaiako and ākonga will likely engage in Pūtaiao more effectively if they perceive and know that mātauranga Māori is the starting point for teaching and learning programmes, and programmes will be supported with the appropriate resources.
27. The development work at NCEA Level 1 already completed by Waiti exemplifies such an approach. She has developed new PP for Pūtaiao alongside the *NZC* Science Subject Expert Group (SEG) to ensure that the new *TMoA*-derived PP will complement *NZC* Science, rather than copy or translate it into Te Reo Māori. Because of this complementary relationship, ākonga who wish to do so could take standards from both curricula.
28. While this in itself will not stop ākonga and kaiako from deferring to EM standards, it signals the Ministry's ongoing commitment to equity for te reo Māori in Science, and works towards improving the subject's prestige and credibility within the sector. As Waiti found, ākonga may still need to access *NZC* science subjects, especially at Levels 2 and 3, if they wish to pursue certain tertiary pathways. However, Pūtaiao (and not the dual Pūtaiao/Science) should be recognised as a UE subject. Ākonga in MM will then be empowered to choose the learning that is most relevant and interesting to them, without being concerned about whether a *TMoA* subject will be recognised by tertiary providers.

29. Redeveloping PP for Pūtaiao therefore should focus on the unique aspects that may not be available to ākonga through NZC AS. The new PP at all NCEA Levels will privilege mātauranga Māori and, in particular, mātauranga Pūtaiao to ensure ākonga engage with mātauranga Māori and science concepts in ways that will see them able to contribute in life as Māori. The teaching and learning contexts will be from te ao Māori using the language of mātauranga Māori.

**Level 1 Support — Current and Target**

Pūtaiao — NCEA Level 1	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	18 (5)	18 (5)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

**Level 2 and 3 Support — Current and Target**

Pūtaiao — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	16 (4)	16 (4)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

Pūtaiao — NCEA Level 3	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	16 (4)	16 (4)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

30. At NCEA Level 1, a further 16 dual-curricular AS are available in English, which provide 64 credits, including 12 from external assessments. A further seven dual-curricular AS are available in English at Level 2, which provide 28 credits, including 12 from external assessments; and at Level 3, a further 6 dual-curricular AS are available, which provide 24 credits, including 8 from external assessments.
31. Finally, there is an ongoing discussion as to whether Pūtaiao will split, or specialise, at Levels 2 and 3. This may help the Wāhanga Ako and its NCEA subject to gain more recognition from tertiary providers and society more widely. But care would need to be taken to avoid ending up with a transliteration of NZC Physics, Chemistry, and Biology into te reo Māori. At this point, the recommended approach is to explore better te reo Māori and te ao Māori supports for the specialised sciences in NZC.

## 2.4 Hauora

32. According to *TMoA*, ākonga studying Hauora 'will have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, as well as environmental health. They will develop understanding about hauora by describing, explaining, trialling and evaluating its many facets' (Ministry of Education, 2008, p. 37).
33. Currently, the one subject drawing on the Significant Learning of the Hauora Wāhanga Ako at NCEA Levels 1-3, also called Hauora, incorporates four strands: Waioara (Personal Health and Development), Koiri (Movement concepts and motor skills), Taiao (Health and Environment), and Tangata (People and Relationships). Woven throughout these are Customs; Practices and Protocols; Te Reo Māori; and Values and Attitudes. No changes to this arrangement were proposed last year, but the Panel Leads did suggest an even stronger focus on wellbeing.<sup>10</sup>
34. Analysis of NZQA usage data from 2014-18 of Hauora PP confirmed that the number of ākonga being assessed in this subject at NCEA Levels 1-3 are reducing.<sup>11</sup> Indeed, based on usage data alone, PP which had no uptake in 2018 could be considered for removal. But any reduction in PP support for this subject must be carefully weighed against the NCEA Change Package objective of reducing fragmentation of learning.

### 2.4.1 Hauora

#### Level 1 Support — Current and Target

Hauora — NCEA Level 1	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	23 (6)	23 (6)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

#### Level 2 and 3 Support — Current and Target

Hauora — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	21 (5)	21 (5)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

Hauora — NCEA Level 3	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	23 (6)	23 (6)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

35. At Level 1 Hauora currently has 6 PP, offering 23 credits; at Level 2, 5 PP, offering 21 credits; and at Level 3, six PP, offering 23 credits. Across all Levels, these PP are internally assessed. NCEA Level 3 Hauora PP also count towards UE for ākonga in MM. The subject was added to the approved list by NZQA in 2017.
36. The Ministry is rebuilding Hauora at NCEA Levels 1-3, and will replace existing PP and assessments with 4 new PP totalling 20 credits at each Level. Per the NCEA Change programme, these PP will be divided equally between internal and external examination (50:50 split), with a proposed allocation of 4-6 credits to each PP.
37. Along with rebuilding the PP for Hauora, at NCEA Levels 2 and 3 the Ministry intends to explore the possibility of developing Physical Education (PE) as a specialist subject within the Hauora Wāhanga Ako. This aligns with our commitment to parity for TMOA subjects and specialisations.

#### 2.4.2 Hākinakina

38. At Levels 2 and 3, the Ministry recommends the development of a new specialist subject, Hākinakina. In this subject, students will learn about the role of mātauranga Māori in the history and practices associated with Physical Education (PE).
39. From anecdotal evidence it appears that where they are offered at all, Hauora programmes in kura tend to place an emphasis on PE (NZC). The dominance of PE, which derives from the Health and Physical Education Learning Area of the NZC, and of the Koiri whenu of Hauora in TMOA, means that little attention is given to the remaining three whenu of Hauora — Waioara, Taiao, and Tangata. Heaton (2005) attributes this arrangement to the mind/body dichotomy, where neither kaiako nor ākonga are empowered to consider the 'thinking body' and 'feeling mind'. This status quo is problematic and non-representative of mātauranga Māori ways of doing things.
40. Possible reasons for this dominance of PE (NZC) and Hākinakina may include:
  - that PE as a subject is well resourced and supported by a strong national association;
  - that PE has a history as a subject;
  - and that PE has credibility as an NCEA subject, opening doors to ākonga wishing to pursue careers or vocations in a range of education and health-related fields.
41. This dominance of PE (NZC) and Hākinakina, over other whenu within Hauora, leads the Ministry to recommend the development of a specialist subject at NCEA Levels 2 and 3. By implementing a specialist subject Hākinakina at Level 2 and 3, the Ministry would create a clearer differentiation between PE and Hauora, ensuring that both are covered appropriately and comprehensively. Ākonga would be able to take both subjects, should they wish, thereby gaining a richer understanding of the diverse subjects within Hauora.
42. Existing pathways, such as those offered by Skills Active Aotearoa,<sup>12</sup> along with the widespread usage of Hākinakina Field Māori (US), also indicate a demand for this subject at NCEA Levels 2-3.

<sup>10</sup> It is important to distinguish our Panel Leads' use of wellbeing here — which focalises the inseparability of mind and body — from the common usage where it is often associated with individualist and new age ideas of health.

<sup>11</sup> *An Audit of Paerewa Paetae and Associated Materials Report for Hauora i roto i Te Marautanga o Aotearoa* report submitted 11 November 2019

<sup>12</sup> <https://www.skillsactive.org.nz/our-qualifications/sport/nga-taonga-takaro-qualifications-level-3-4-5/>

**Level 1 Support — Current and Target**

<b>Hākinakina — NCEA Level 1</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	0 (0)	0 (0)	0 (0)

**Level 2 and 3 Support — Current and Target**

<b>Hākinakina — NCEA Level 2</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

<b>Hākinakina — NCEA Level 3</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

## 2.5 Tikanga ā-lwi

43. Tikanga ā-lwi is a broad Wāhanga Ako which bears out some similarities with NZC's Social Sciences Learning Area. Despite its breadth, it currently encompasses only one subject — Tikanga ā-lwi.

### 2.5.1 Tikanga ā-lwi

44. While *TMoA* PP exist to credential Tikanga ā-lwi at NCEA Levels 1-3, the uptake of these PP is low (see Appendix A). This may be due to the newness of *TMoA*-derived PP, as well as the fact that they have not yet been widely communicated to the sector or accompanied by comprehensive PLD.
45. In addition to these intersecting factors, current PP do not have a suitable depth and breadth of resources available to kaiako and ākonga (units of work, lesson plans, annotated exemplars, or moderator reports). Therefore, many MM kura continue to access the EM dual-curricular-AS for History, Geography, Religious Studies, Economics, and Social Studies. Despite their framing as dual-curricular, as we have seen above, many of these AS were developed in English to capture the Significant Learning from NZC. They may or may not be fit-for-purpose to assess *TMoA* learning.
46. The Ministry is rebuilding Tikanga ā-lwi at NCEA Levels 1-3, and will replace existing PP and assessments with 4 new PP totalling 20 credits at each Level. Per the NCEA Change programme, these PP will be divided equally between internal and external examination (50:50 split), with a proposed allocation of 4-6 credits to each PP. Panel Lead Hēmi Dale advocates retaining existing assessment activities where possible, as he sees these as valuable resources.
47. As only four PP per subject, per level, can be developed under the RAS Change Package, to create true equitable Te Tiriti o Waitangi outcomes for Mātauranga Māori may require the development of a set of standalone Te Hītori o Aotearoa PP Levels 2-3. The addition of a specialist subject at these higher levels could ensure true parity within the current RAS process.
48. Therefore, the possibility of developing Te Hītori o Aotearoa as a specialist subject at Levels 2 and 3 is being discussed. As this subject is already under consideration as a new subject it may be possible to fast-track the development of materials.

### Level 1 Support — Current and Target

Tikanga ā-lwi — NCEA Level 1	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	28 (7)	28 (7)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

### Level 2 and 3 Support — Current and Target

Tikanga ā-lwi — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	24 (6)	24 (6)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)



<b>Tikanga ā-lwi — NCEA Level 3</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	40 (10)	40 (10)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

### 2.5.2 Te Hītori o Aotearoa

- 3 At Levels 2 and 3, we recommend the development of a new specialist subject, Te Hītori o Aotearoa. In this subject, ākonga will examine the mātauranga Māori inherent within Māori tribal histories of Aotearoa, premised on the historical narratives of whānau, hapū and iwi.
- 4 Research by our Tikanga ā-lwi Panel Lead Hemi Dale found that ākonga in MM settings access specialisation within the Social Sciences at NCEA Levels 2 and 3 through NZC History AS.<sup>13</sup> This provides some evidence of a demand for History as a specialist subject in MM, especially at NCEA Levels 2-3. The demand for NZC Social Studies appears lower, but this may be because ākonga can access much of this learning within TMOA Tikanga ā-lwi.
- 5 While many of the existing NZC-derived AS titles and explanatory notes refer to New Zealand as the historical context, the aligned assessment resources reflect western historical constructs or a mix of topics and references that are Eurocentric. This may change through the developments in NZC RAS.
- 6 As a result of this demand and the need to create equitable outcomes for ākonga, the Ministry recommends developing a new subject at Levels 2 and 3 — Te Hītori o Aotearoa. Three points substantiate this recommendation:
  - Māori Tribal Histories/ Māori Histories is not currently visible in the titles of the senior secondary (NCEA Levels 1-3) History standards or on the NCEA Record of Achievement.
  - While there are History-rich US which draw on Mātauranga Māori, US do not carry the same amount of esteem as AS, nor do US count towards UE.
  - This means that, in the absence of a History subject derived from TMOA, the mātauranga Māori inherent within Māori Tribal Histories is at risk of remaining less valued than Pākehā histories, ontologies, and epistemologies.

### Level 2 and 3 Support — Current and Target

<b>Te Hītori o Aotearoa — NCEA Level 2</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

<b>Te Hītori o Aotearoa — NCEA Level 3</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

<sup>13</sup> See Appendix E for Graphs.

### 6.5.1 *Tauhokohoko*

- 7 At Levels 2 and 3, we recommend the development of a new specialist subject, *Tauhokohoko*. In this subject, ākonga will learn the breadth of financial literacy, including how to apply this knowledge to everyday modern situations and the different types of transactions used by tribes in establishing economies.

#### *Level 2 and 3 Support — Current and Target*

<i>Tauhokohoko — NCEA Level 2</i>	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

<i>Tauhokohoko — NCEA Level 3</i>	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	10 (2)	10 (2)	2(4)



## 2.6 Ngā Toi

- 8 The following statements describe the Māori knowledge framework for Ngā Toi:
- He toi tupu, he toi ora: *Art is a language that is ever evolving*
  - Ko toi he uri nō mahara pohewa: *Art is the child of imagination*
  - He toi whakairo, he mana tangata: *Where there is artistic excellence, there is human integrity*
  - Mā ngā toi Māori te aronga tangata e whakaputa ki te ao: *Toi Māori reflect our worldview*
- 9 Across NCEA Levels 1-3, the Significant Learning from Ngā Toi Wāhanga Ako currently forms three distinct subjects: Ngā Mahi a te Rēhia (Performing Arts), Toi Puoro (Music), and Toi Ataata (Visual Arts).
- 10 PP for Ngā Toi subjects have been available to ākonga across NCEA Levels 1-3 since 2015. They were developed to allow ākonga the opportunity to explore traditional toi skills, elements, and processes, through a modern-day lens, and to credential this learning towards their NCEA. The PP were also written to support cross-disciplinary teaching and learning in Ngā Toi, and were developed to be flexible enough for kaiako to use in a wide range of contextual situations where the main focus would be on the technical skills and knowledge of Ngā Toi Māori. This allowed for engagement with the PP through a variety of kaupapa (topics) and horopaki (contexts).
- 11 In 2016 the Ministry commissioned development of a set of physical resources to support a selected number of PP for the Ngā Toi Wāhanga Ako. This was not a comprehensive list due to timeframe and resourcing limitations. One year later, in 2017, the Ministry contracted service providers to complete the development of supporting resources. Unlike other *TMoA* subjects, therefore, Ngā Toi now benefits from a suite of materials to support the teaching and learning process. There are, however, no student exemplars to demonstrate what this teaching and learning process may look like across the PP descriptor levels.
- 12 Messaging to the sector is also lacking. A 2019 audit of PP across Ngā Toi suggests that neither the standards nor the resources supporting these are well known about or used.<sup>14</sup> In redeveloping these PP, therefore, resources must be dedicated to socialising these within the sector. Development of PP for NCEA Level 1 in 2020 has seen some of the current standards discarded, while others have been subsumed in a scaled-up series of PP focusing on the technical skills and knowledge identified in the overarching ariā matua or 'Big Ideas' of Ngā Toi.
- 13 It has been decided that although Ngā Toi subjects may share the same Learning Matrix at Level 1, there are sufficient differences in the subject strands themselves that they cannot be adequately assessed through the same contexts. The Ministry recognises that increasing specialisation will demand a revision of this bespoke approach to Ngā Toi subject development at Levels 2 and 3. However, to create separate ariā matua or 'Big Ideas' for Ngā Toi would represent a misunderstanding of the interconnectedness of the three separate strands in ao

<sup>14</sup> Our Panel Leads suggested reasons for this may include:

- limited communication to the sector of the availability of the PP for Ngā Toi
- limited supplementary resources available to assist kaiako with planning and guidance for the use of PP through a range of views/ contexts
- the housing and appearance of the material to make them easy to locate (i.e. they were, in some cases, tagged at the end of Achievement Standards and kaiako were not sure if these were unique PP derived from *TMoA* or a translation of the NZC achievement standards)

Māori. This does not however mean assessment through non-specialist or generic contexts is appropriate.

- 14 From the perspective of parity, moreover, it may be argued that *NZC* has multiple subjects within the Arts Learning Area at Level 1, and to ensure equitable outcomes for ākonga, a similar number of subjects should be available through *TMoA* at this Level. For the purpose of teaching, learning, and assessment the Ministry recommends continuing the development of Level 1 Ngā Toi subjects under the current subject name Ngā Mahi a te Rēhia, Toi Puoro, and Toi Ataata. As Te Ao Haka has been added as a new subject to *NZC*, also developed by the Ministry's Ākonga Māori team, care must be taken to ensure few or no exclusions arise between Ngā Toi PP and Te Ao Haka AS.
- 15 The new PP for Ngā Mahi a te Rēhia, Toi Puoro, and Toi Ataata at NCEA Levels 1-3 is will replace existing standards and assessments for each subject with 4 new PP per subject totalling 20 credits at each Level.

### Level 1 Support — Current and Target

Ngā Toi — NCEA Level 1	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	<b>0 (0)</b>	<b>96 (24)</b>	<b>96 (24)</b>
- Ngā Mahi a te Rēhia	0 (0)	26 (8)	26 (8)
- Toi Ataata	0 (0)	34 (8)	34 (8)
- Toi Puoro	0 (0)	34 (8)	34 (8)
<b>How support changes (Subject-in-Development List)</b>	<b>10 (2)</b>	<b>10 (2)</b>	<b>20 (4)</b>
- Ngā Mahi a te Rēhia	10 (2)	10 (2)	20 (4)
- Toi Ataata	10 (2)	10 (2)	20 (4)
- Toi Puoro	10 (2)	10 (2)	20 (4)
<b>How support changes (Provisional Subject List)</b>	<b>30 (6)</b>	<b>30 (6)</b>	<b>60 (12)</b>
- Ngā Mahi a te Rēhia	10 (2)	10 (2)	20 (4)
- Toi Ataata	10 (2)	10 (2)	20 (4)
- Toi Puoro	10 (2)	10 (2)	20 (4)

### Level 2 and 3 Support — Current and Target

Ngā Toi — NCEA Level 2	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	<b>0 (0)</b>	<b>90 (21)</b>	<b>90 (21)</b>
- Ngā Mahi a te Rēhia	0 (0)	30 (7)	30 (7)
- Toi Ataata	0 (0)	30 (7)	30 (7)
- Toi Puoro	0 (0)	30 (7)	30 (7)
<b>How support changes (Provisional Subject List)</b>	<b>30 (6)</b>	<b>30 (6)</b>	<b>60 (12)</b>
- Ngā Mahi a te Rēhia	10 (2)	10 (2)	20 (4)

- Toi Ataata	10 (2)	10 (2)	20 (4)
- Toi Puoro	10 (2)	10 (2)	20 (4)

Ngā Toi — NCEA Level 3	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	<b>0 (0)</b>	<b>60 (15)</b>	<b>60 (15)</b>
- Ngā Mahi a te Rēhia	0 (0)	20 (5)	20 (5)
- Toi Ataata	0 (0)	20 (5)	20 (5)
- Toi Puoro	0 (0)	20 (5)	20 (5)
<b>How support changes (Provisional Subject List)</b>	<b>30 (6)</b>	<b>30 (6)</b>	<b>60 (12)</b>
- Ngā Mahi a te Rēhia	10 (2)	10 (2)	20 (4)
- Toi Ataata	10 (2)	10 (2)	20 (4)
- Toi Puoro	10 (2)	10 (2)	20 (4)

### 2.6.1 Toi Whakairo

- 16 At Levels 2 and 3, we recommend the development of a new specialist subject, Toi Whakairo. In this subject, ākonga will learn about the history and art of Māori and other indigenous carving practices, gaining appreciation for the rich tikanga and whakapapa of artistry.
- 17 This new subject also appears on the provisional *NZC* Level 2 and 3 Subject List. Our parity objectives mean that it is too early to rule out the subject in either curriculum, and sector feedback will be crucial to determining whether this Provisional Subject is supported in and derived from *NZC*, *TMoA*, or both.

#### Level 2 and 3 Support — Current and Target

Toi Whakairo — NCEA Level 2	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

Toi Whakairo — NCEA Level 3	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

### 2.6.2 Mau Rākau

At Levels 2 and 3, we recommend the development of a new specialist subject, Mau Rākau. In this subject, ākonga will learn about the history, art, and practice of Māori and other indigenous people's weaponry, gaining skills of discipline and leadership, and growing understanding of the human and spiritual dynamics of challenges.

This subject also appears on the provisional *NZC* Level 2 and 3 Subject List. Our parity objectives mean that it is too early to rule out the subject in either curriculum, and sector feedback will be crucial to determining whether this Provisional Subject is supported in and derived from *NZC*, *TMoA*, or both.

**Level 2 and 3 Support — Current and Target**

Mau Rākau — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

Mau Rākau — NCEA Level 3	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)

Proactively Released

## 2.7 Hangarau

- 18 According to *TMoA*, ākonga accessing Hangarau PP and programmes 'will focus on the values, skills and knowledge of their own world, as well as those modelled by our ancestors'. Their learning experiences within this Wāhanga Ako, which is divided into two subjects — Hangarau and Hangarau Matihiko — will validate ākonga knowledge and whakapapa within a global society.

### Hangarau

- 19 Currently, Hangarau has 5 PP at NCEA Level 1, all internally assessed, which are worth a total of 26 credits; at NCEA Level 2, there are seven PP, all internally assessed, worth a total of 36 credits; and at Level 3, 3 PP exist, offering a total of 15 credits.
- 20 Usage of the Hangarau PP at NCEA Level 1 over the period of 2013-18 is low, but fewer ākonga in MM attempted *NZC* Level 1 Technology AS than previously, whereas a steady number appear to have attempted the *TMoA* Hangarau PP at this level. While such scant and early data should be treated with caution, the possible trend in Hangarau PP usage highlights the importance of socialising standards and providing quality resources to kura and kaiako. If these PP are communicated more effectively to the sector, uptake may increase.
- 21 However, there are also known capability and confidence issues within the sector, such that finding those with the subject expertise and fluency in Te Reo Māori necessary to deliver the subject within MM remains hard.<sup>15</sup> Uptake of Level 2 PP was low until 2018. Each year it appears that the same cohort engage with the PP, possibly sequentially. No data exist for Hangarau at Level 3, and a rebuild and creation of new PP will be necessary for Hangarau, as its pathway to Level 3 is incomplete and uneven. The Ministry is developing Hangarau at NCEA Levels 1-3, and will replace all existing standards and assessments with 4 new PP totalling 20 credits at each level.

### Level 1 Support — Current and Target

Hangarau — NCEA Level 1	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	<b>0 (0)</b>	<b>72 (6)</b>	<b>72 (6)</b>
- Hangarau	0 (0)	26 (6)	26 (6)
- Hangarau Matihiko	0 (0)	46 (11)	46 (11)
<b>How support changes (Provisional Subject List)</b>	<b>10 (2)</b>	<b>10 (2)</b>	<b>20 (4)</b>
- Hangarau	10 (2)	10 (2)	20 (4)
- Hangarau Matihiko	0 (0)	0 (0)	0 (0)

### Level 2 and 3 Support — Current and Target

Hangarau — NCEA Level 2	External Credits	Internal Credits	Total Credits
<b>Support currently available</b>	<b>0 (0)</b>	<b>36 (7)</b>	<b>36 (7)</b>
- Hangarau	0 (0)	36 (7)	36 (7)
- Hangarau Matihiko	0 (0)	0 (0)	0 (0)

<sup>15</sup> referred to in Hangarau Audit Report June 2020

<b>How support changes (Provisional Subject List)</b>	<b>20 (4)</b>	<b>20 (4)</b>	<b>40 (8)</b>
- Hangarau	10 (2)	10 (2)	20 (4)
- Hangarau Matihiko	10 (2)	10 (2)	20 (4)
<b>Hangarau — NCEA Level 3</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	<b>0 (0)</b>	<b>15 (3)</b>	<b>15 (3)</b>
- Hangarau	0 (0)	15 (3)	15 (3)
- Hangarau Matihiko	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	<b>20 (4)</b>	<b>20 (4)</b>	<b>40 (8)</b>
- Hangarau	10 (2)	10 (2)	20 (4)
- Hangarau Matihiko	10 (2)	10 (2)	20 (4)

### **Hangarau Matihiko**

- 22 In Hangarau Matihiko, ākonga will learn to confidently draw on skills and knowledge from te ao Māori to use in the technologies and digital designs of today. 2017 saw the introduction of it as a specialist subject within the Hangarau Wāhanga Ako. This is supported by 11 PP, totalling 46 credits. However, no PP have been registered or adequately supported at Levels 2 and 3, which means the subject tails off at Level 1.
- 23 Evidence suggests a demand for Digital Technologies teaching and learning, which led us to consider redeveloping the subject at Level 1. However, as Hangarau Matihiko is a specialist subject, and has not begun redevelopment at Level 1 along with the other existing *TMoA* subjects, the Ministry recommends removing it at Level 1, and rebuilding it at Levels 2 and 3. This will allow ākonga to gain foundational knowledge in Hangarau, and explore a variety of areas therein, before specialising at Levels 2 and 3.
- 24 Overall, care will need to be taken to ensure that ākonga in MM are not disadvantaged through leaving specialisation until Levels 2 and 3 (by comparison, Digital Technologies will be supported as Level 1 subject in the *NZC* space).

## 2.8 Te Reo Pākehā

- 25 According to *TMoA*, this Wāhanga Ako ‘supports the learning of Māori language as the primary language of instruction in MM schools by strengthening and building on the linguistic competencies outlined in the Māori language learning area’. Significant Learning from Te Reo Pākehā coheres as one subject which fosters ‘an additive approach to language teaching and learning’.
- 26 Currently, there are no PP for Te Reo Pākehā. This means all ākonga in MM settings who study English, and want to have their learning credentialed toward an NCEA, must use AS derived from NZC English, or skills-focused US. To meet the unique needs of ākonga learning in MM settings, the Ministry recommends the development of a new subject aligned to this Wāhanga Ako —Te Reo Pākehā.

### **Te Reo Pākehā**

- 27 In this new subject, ākonga study English through a distinctly te ao Māori perspective, gaining the skills required to navigate confidently and competently in te ao Pākehā. Te Reo Pākehā is best conceptualised as the parallel subject to Te Reo Māori (NZC), not ESOL (NZC): it supports ākonga to develop their academic proficiency in another official language of Aotearoa New Zealand. Specifically, this new NCEA subject is tailored to a MM context, where ākonga are fluent speakers of, and learn in and through, Te Reo Māori. Ākonga of kura Māori are neither first- nor second-language learners of English. Indeed, many learners in MM settings are also proficient speakers of English, and Te Reo Pākehā both recognises this prior knowledge and seeks to build upon it to develop bilingual, biliterate, and bicultural learners.
- 28 However, we also know that the academic study of English is an inconsistent priority in MM settings, which means not all ākonga transitioning into senior secondary have NCEA-equivalent English (NZC) language skills.<sup>16</sup> The NZC English AS clearly target a first-language speaker and prescribe the limits of what engagement with and achievement in English looks like. In contrast, Te Reo Pākehā presents the English language, through an ao Māori lens, as a communication tool that underpins social interaction, the expression of thoughts, and further academic learning. As a subject, it has the objective of empowering ākonga to navigate more successfully between te ao Māori and te ao Pākehā. It is grounded in the unique pedagogy of *TMoA* and is crucial to pathways for ākonga whose primary language of instruction is te reo Māori, as many tertiary and career options, locally and abroad, demand fluency in and knowledge of academic and professional English.
- 29 An unpublished report by Pānia Papa, Leon Blake & Dr Hana O’Regan, completed in August 2020, explored the merits of establishing Te Reo Pākehā as a new NCEA subject to cater for the diverse language needs of ākonga in kura Māori. The authors summarised the potential advantages (7) and disadvantages (4) of developing Te Reo Pākehā as a new NCEA subject.<sup>17</sup> One of the key merits identified is that design and implementation of Te Reo Pākehā would formalise curricula equality for options available to ākonga, mirroring the state of Te Reo Māori (NZC) and Te Reo Rangatira (*TMoA*) as two parallel subjects with distinct outcomes and objectives. The development of Te Reo Pākehā as an NCEA subject therefore serves to promote

<sup>16</sup> Looking at the draft materials for future English NZC Level 1 AS, the same assumption of first-language learning is visible in the Big Ideas, which are the framework for the skills, attitudes, and capabilities being assessed in a given subject. This leaves open the question of whether the NCEA English options presently available for ākonga Māori in MM are sufficient for and appropriate to their educational context; and if not, how should ākonga be supported?

<sup>17</sup> see Appendix C



parity with EM schools, where heritage English speakers are able to be credentialed for their learning of Te Reo Māori in a second language context.

- 30 Data for the period 2012-16<sup>18</sup> show that transitioning out of MM currently has a negative impact on achievement for ākonga. These data also evince a trend of parents taking their children out of kura at Year 9 to enrol them in EM. Ākonga must be supported in all pathways, and the development of Te Reo Pākehā as a unique NCEA subject would create a meaningful bridge between MM and EM settings, as well as encouraging whānau to keep their tamariki in kura throughout secondary school.
- 31 Papa et al's report includes a survey they conducted of graduates of wharekura who had studied English for NCEA.<sup>19</sup> This provides some important insights, including that ākonga had mostly positive views of the NCEA subject, but mostly negative views of the AS used to assess their learning. One hypothesis is that kaiako are tailoring NCEA subject learning to ākonga needs, but AS and exams, set by external bodies, do not similarly align with ākonga needs or aspirations. Indeed, many of the survey respondents emphasised the lack of relevance of materials, readings, and contexts to their own lives.
- 32 While further research is needed, the existence of differing levels of English language skill amongst ākonga in MM are made evident by the existence of ESOL readings, resources, and pedagogies targeted at ākonga Māori transitioning from MM to EM settings. In practice, the sector seems to acknowledge that English may not be the heritage and/or academic language of ākonga Māori. There is also some evidence that kaiako in MM settings do not have sufficient skills and capabilities to teach NZC-derived English standards effectively so that ākonga can succeed in the subject. Given te reo Māori is their primary language of instruction (and, in many cases, the language ākonga use to navigate day-to-day life), this is not surprising.
- 33 From a perspective of achieving parity for mātauranga Māori, the above points justify initial exploration of developing new PP for Te Reo Pākehā for kura Māori settings. While no formal surveys of demand for a TMoA-derived Te Reo Pākehā subject at NCEA Levels 1-3 have been conducted, the ongoing engagement of ākonga with NZC English demonstrates significant interest in credentialing Te Reo Pākehā learning towards NCEA. In summary, the case for development is strong:
  - The sector already treats Te Reo Māori differently to other languages, and supports this subject with its own curriculum documents. In the NZC, Te Reo Māori does not have its own Learning Area, but is separated out from the other languages on *Te Kete Ipurangi* in recognition of its special status.
  - There is an inequity in having both first and second-language subjects for te reo Māori, derived from TMoA and the NZC respectively, but only a single 'English' subject derived from the NZC.
  - Learning the mechanics and social aspects of the English language while remaining grounded in Te Reo Māori could strengthen pathways from kura Māori into English-dominated settings, including certain employment and tertiary pathways. While many ākonga are fluent in English, having Te Reo Pākehā as a subject would allow them to gain the academic English skills required for work and study in te ao Pākehā.

<sup>18</sup> NCEA Review 2018: Māori medium and NCEA, Unpublished report, p. 7-8

<sup>19</sup> *Te Reo Pākehā Subject Report* — Unpublished, 2020



**Level 1 Support -Current and Target**

<b>Te Reo Pākehā — NCEA Level 1</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

**Level 2 and 3 Support — Current and Target**

<b>Te Reo Pākehā — NCEA Level 2</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

<b>Te Reo Pākehā — NCEA Level 3</b>	<b>External Credits</b>	<b>Internal Credits</b>	<b>Total Credits</b>
<b>Support currently available</b>	0 (0)	0 (0)	0 (0)
<b>How support changes (Provisional Subject List)</b>	10 (2)	10 (2)	20 (4)

## 2.9 Ngā Reo

- 34 Ākonga in MM settings (along with ākonga Māori in EM settings), who wish to learn a language other than Te Reo Māori or Te Reo Pākehā, and have this learning credentialed towards an NCEA, have no choice but to rely on *NZC AS*.<sup>20</sup> This is because there are no *TMoA*-aligned subjects or PP at NCEA Levels 1-3 that reflect the Significant Learning contained within Ngā Reo Wāhanga Ako. The only support available to kaiako and ākonga in MM is to access EM AS, which are derived from *NZC* and available only in English. This is neither an ideal nor equitable backdrop for language acquisition. More specifically, this status quo does not align with the language learning philosophy of *TMoA*, which asserts that ākonga should reflect on *their own* linguistic and cultural background when learning another language.
- 35 NZQA data<sup>21</sup> shows that ākonga in MM already make use of the option to access second-language learning opportunities through EM education — this may be within their own kura, or by attending another local school which offers the subject. In both cases, the programme they follow aligns with the *NZC*, and, barring a small minority of kura with multilingual kaiako, is delivered in English. A provision is made for ākonga to submit their work in te reo Māori (where they would otherwise submit work in English), but the contexts for, and assessment of, second-language acquisition at the senior-secondary level reflect Significant Learning and Achievement Objectives from the *NZC*, not *TMoA*. *NZC*-derived standards and learning programmes assume the heritage language of all ākonga is English, and anecdotal evidence suggests that the Learning Languages subjects and standards themselves carry, and may be purposefully delivered with, a Eurocentric bias.<sup>22</sup>
- 36 While the ongoing *NZC RAS* promises some positive alterations to this inequitable status quo — including a push towards context neutrality, and a weaving of mātauranga Māori throughout all AS — at this stage, no plans exist to develop *TMoA*-aligned standards for Ngā Reo. The compromise the Ministry recommends is that ākonga in MM settings have guaranteed and ongoing access to *NZC* standards. While this likely means allowing for a part of their education to take place in English, the alternative — that ākonga in MM cannot access *NZC AS* — would risk only negative outcomes.
- 37 Ultimately, the key factor in reaching this decision not to recommend any new subjects in Ngā Reo is that a current lack of workforce and sector capability preclude any successful uptake and delivery of these. This issue is unlikely to be resolved in the short term, and will require wide-reaching changes to teacher education and language learning alike — perhaps even to the way Aotearoa New Zealand approaches bi-and multi-lingual education — across all ages and levels.
- 38 To reduce the reliance on English which, as we noted above, is particularly troublesome when delivering these *NZC* standards in MM settings, the Ministry also recommends that new *NZC* standards and accompanying materials be translated into te reo Māori.

<sup>20</sup> Nine modern international languages are currently supported by *NZC AS* across NCEA Levels 1- 3. These are: Cook Islands Māori, French, German, Japanese, Korean, Tongan, Mandarin, Samoan, Spanish. *NZSL* is also available.

<sup>21</sup> See Appendix A.

<sup>22</sup> There is of course the other, opposing phenomenon to note — heritage language speakers of what *NZC* deems to be a ‘second language’, who tend to have an advantage over heritage and/or monolingual English speakers, and may be construed as having an even further advantage over heritage Te Reo Māori speakers for whom English is a second language. Within *NZC*, the exception to this may be heritage Te Reo speakers who choose to take *NZC TRM* (as opposed to *TMoA TRR*).

- 39 In contradistinction to Te Reo Pākehā, which also faces some of these supply and demand issues, eight of the nine languages<sup>23</sup> affected by the Ministry's decision are classified neither as official, de facto, nor endangered within the Aotearoa-NZ context. They are of importance to trade and international relationships, but their exclusion from development plans at this time does not present the same equity issues that would stem from a similar exclusion of Te Reo Pākehā.
- 40 If development of NCEA subjects derived from Ngā Reo is explored in the future, incentivisation of teachers to train or retrain as multilingual educators who are fluent in Te Reo Māori, Te Reo Pākehā, and at least one other language, would be one possible strategy for us to explore. Further evidence, including more robust data to support our initial views and opinions, would also need to be gathered concerning ākonga demand for second-language learning within MM settings. Even within EM settings, the NZC-aligned AS for second-language learning suffer from low usage, despite having a larger student body to draw on than their MM counterparts. Therefore, the Ministry recommends investigating options for development in more detail, but considers new subjects derived from Ngā Reo to be outside the scope of TMOA RAS.

### Level 1 Support — Current and Target

Ngā Reo — NCEA Level 1	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	0 (0)	0 (0)	0 (0)

### Level 2 and 3 Support — Current and Target

Ngā Reo — NCEA Level 2	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	0 (0)	0 (0)	0 (0)

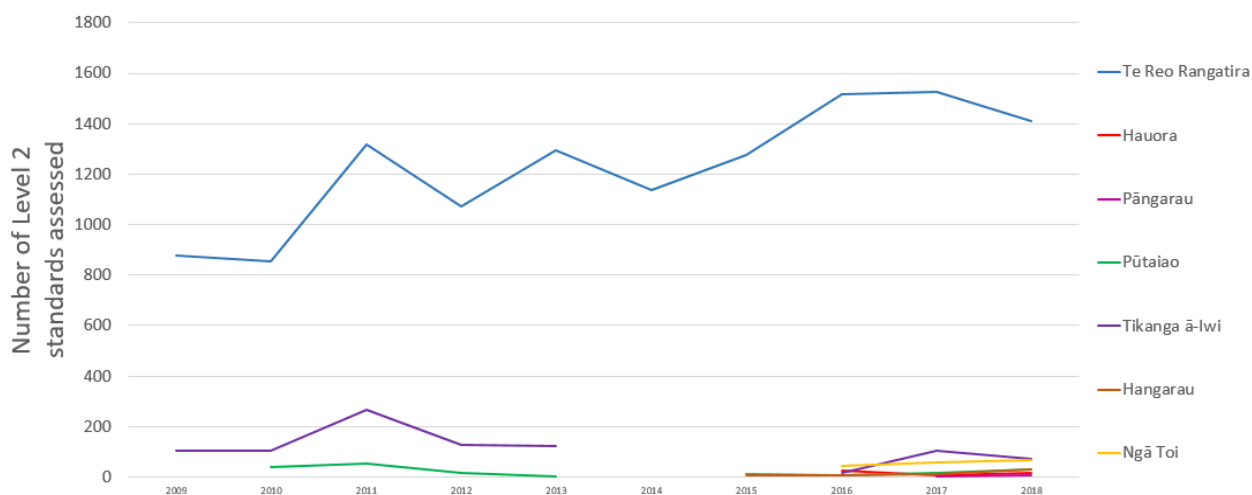
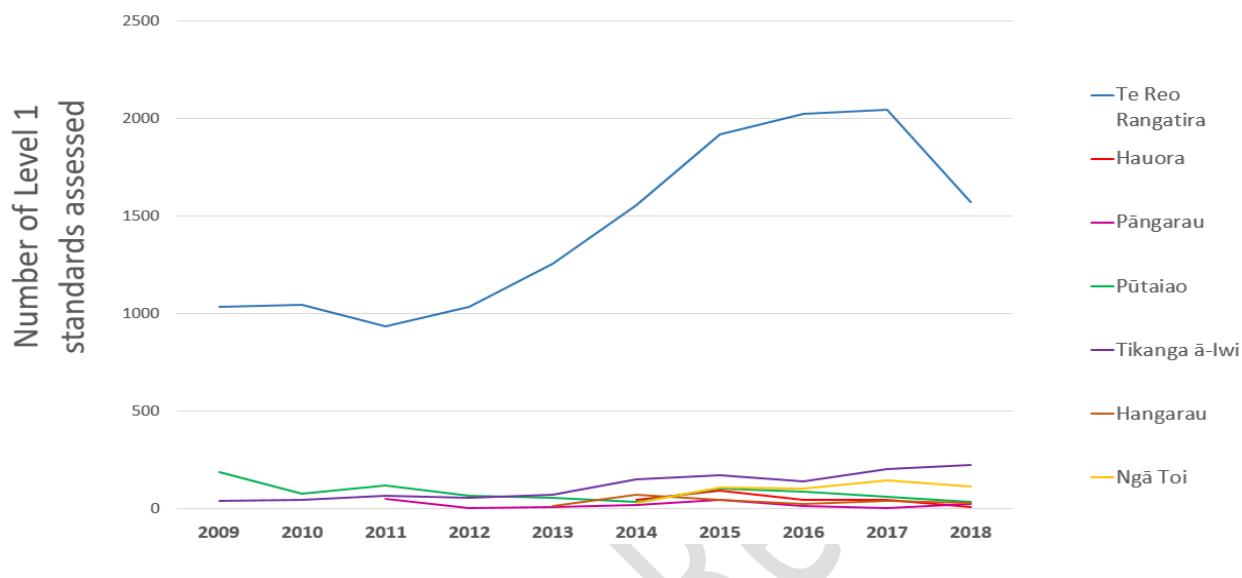
Ngā Reo — NCEA Level 3	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	0 (0)	0 (0)
How support changes (Provisional Subject List)	0 (0)	0 (0)	0 (0)

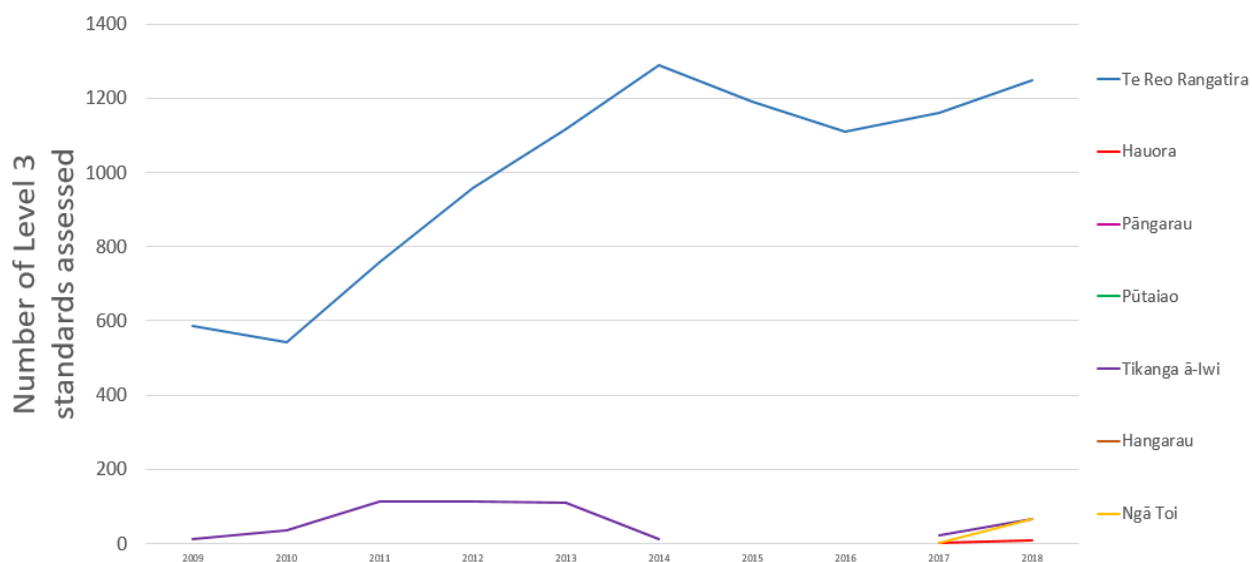
<sup>23</sup> The exception is NZSL.

# Appendices

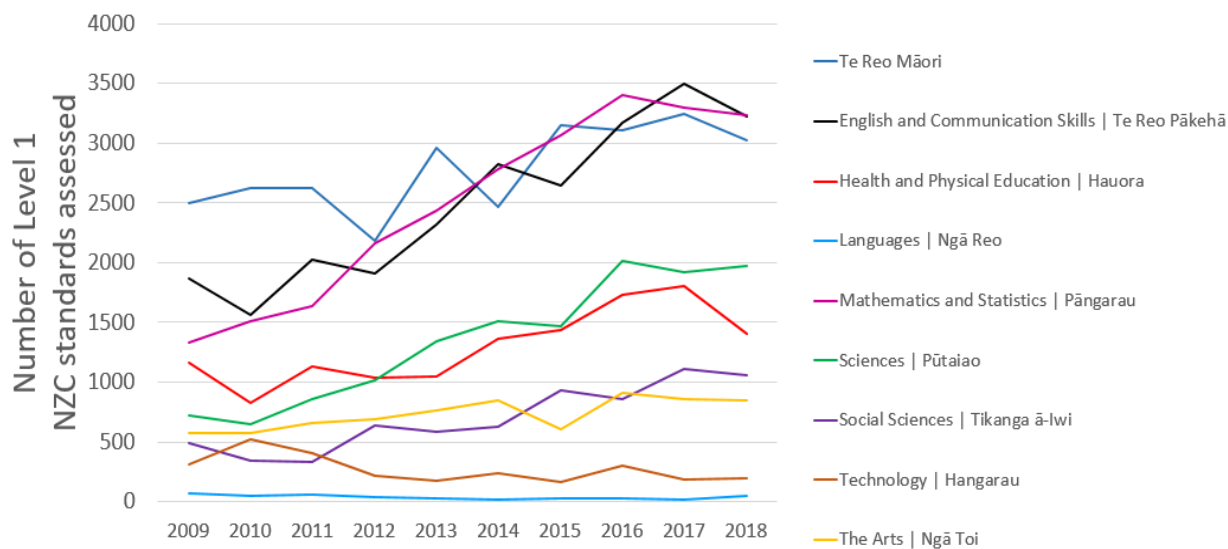
## Appendix A: Comparison of *TMoA* Standards vs. *NZC* Standards attempted by MM learners

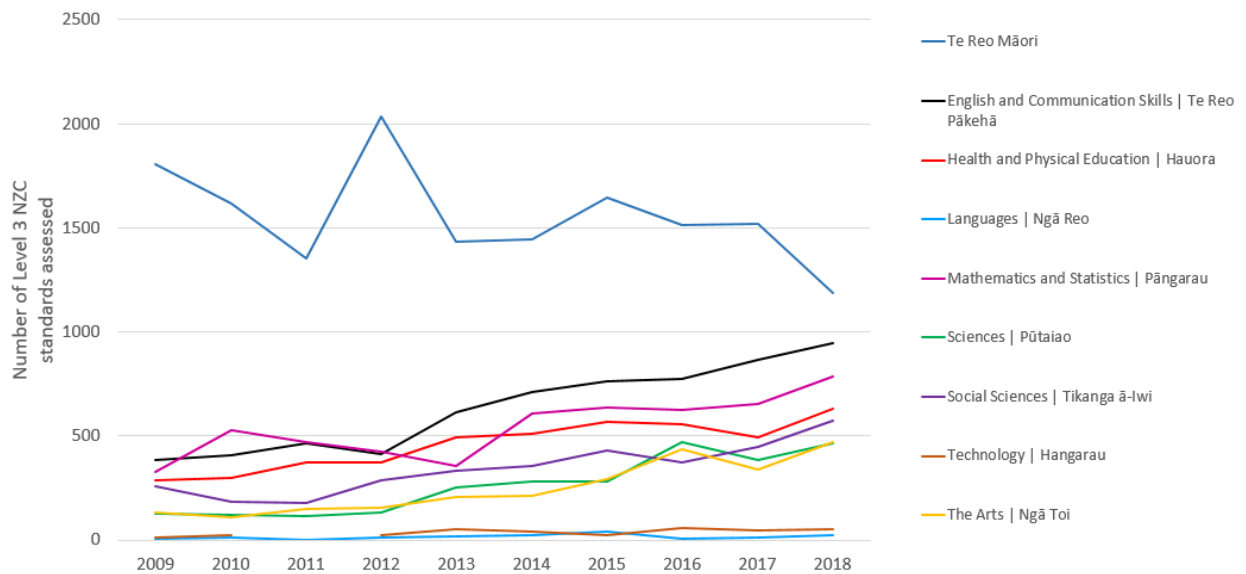
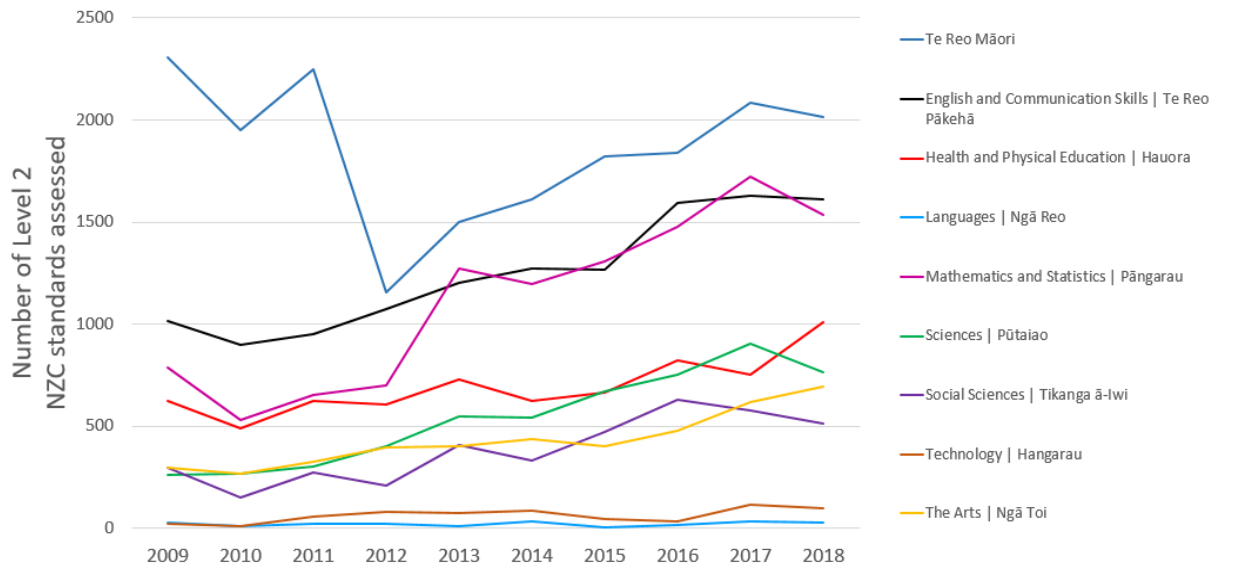
### 1. *TMoA* standards attempted by MM ākonga, by learning area 2009-18



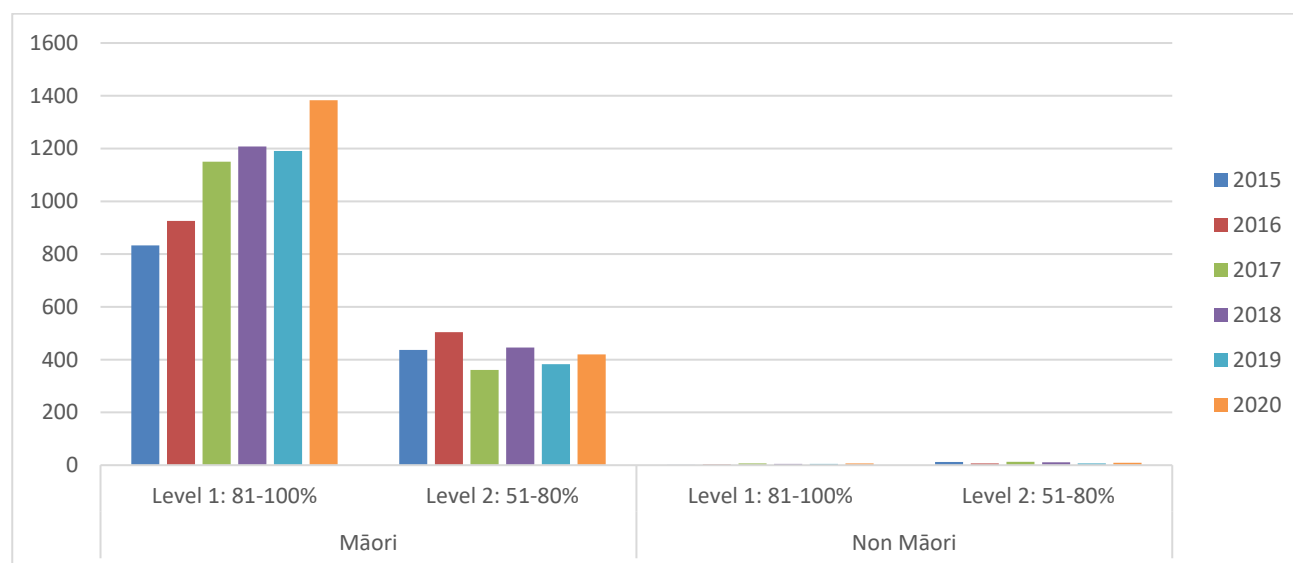


## 2. NZC standards attempted by MM ākonga, by learning area 2009-18





## Appendix B: Ākonga in Senior Secondary MM (Years 11-15), 2015-20<sup>24</sup>



<sup>24</sup> Data retrieved from <https://www.educationcounts.govt.nz/statistics/6040>



Appendix C: Te Reo Pākehā Cost-Benefit Analysis<sup>25</sup>

Costs	Benefits
An alternative NCEA English subject could be perceived by some, including kaiako, ākonga and their whānau, as well as tertiary institutions and employers, as having lower status than the existing NCEA English offering.	Promotes equality in terms of options available to ākonga, just as Te Reo Māori and Te Reo Rangatira are offered as two similar subject areas with distinct outcomes and objectives.
Although the levels would be the same for both NCEA English subjects, the new offering may not necessarily offer the same level of written skills required for tertiary study.	Provides an opportunity to develop standards that value a Māori worldview to establish a positive and purposeful connection between ākonga and the subject.
A new NCEA English subject could potentially be used for kura to stream their ākonga resulting in negative attitudes towards it and inequitable outcomes.	Enables standards to be developed that are more relevant to the needs and interests of ākonga who have had less exposure to formal instruction in English.
Kaiako may be unable or unwilling to strategically select standards from each of the NCEA English offerings to cater for the diverse academic needs of ākonga, and opt to take a 'one-size-fits-all' approach whereby they only offer standards from the new NCEA English subject.	New standards that promote more balanced modes of assessment (ie less emphasis on writing)
	Assessments focusing on comprehension could potentially be completed in te reo Māori and/or English.
	The value of kaiako who are bilingually and biculturally literate will increase.
	More up-to-date exemplars could be developed, increasing the visibility of ākonga Māori.

<sup>25</sup> From *Te Reo Pākehā Subject Report* — Unpublished, 2020.

## Appendix D: TMoA Panel Lead Biographies

### Hineihaea Murphy (Haemata Ltd) — Te Reo Rangatira

Hineihaea is a Director of Haemata Limited. She has led and been involved in the development of national Māori-medium curriculum and assessment initiatives. Her understandings and experience come from having worked in a range of roles with kaiako and tumuaki in both Māori-medium and English-medium settings from primary through to senior secondary. Ms Murphy affiliates to Ngāti Kahungunu, Ngāti Apa, and Ngāi Tahu.

### Tony Trinick (The University of Auckland) — Pāngarau

Tony Trinick belongs to the tribes of Te Whānau-a-Apanui. He works in Te Puna Wānanga (Faculty of Education and Social Work) at the University of Auckland. For the last 20 years, Tony has worked in higher education where he has researched curriculum development and Indigenous language contexts. He is currently part of a team which supports teachers to deliver mathematics learning in Māori. Tony also focuses on ethnomathematics, student achievement in Māori-medium mathematics, the factors that support student progress, and bilingualism and bilingual education.

### Pauline Waiti (Ahu Whakamua) — Pūtaiao

Pauline is an experienced Science and Pūtaiao educator in the secondary school sector, including in Māori-medium settings. She has been a teacher in the classroom and has also held senior management roles in schools. She is experienced in curriculum and assessment development, resource development, and policy development and review, particularly for senior secondary Māori-medium settings. She is driven by her belief that mātauranga Māori — ngā kōrero tuku iho — is the key to success in the education of Māori, and has been involved in kōhanga reo and kura kaupapa with her own tamariki and mokopuna. Previously, Pauline has worked as Māori Development Manager at Learning Media Limited, and as Te Wāhanga Māori Manager at NZCER. Pauline was also a member of the Minister's Advisory Group (MAG) for the Review of NCEA (2018-20).

### Āwhina Gray (Gray & Gray Associates) — Hauora

Āwhina Gray is a descendant of Ngāti Raukawa and Ngāti Manawa. She is Director of Gray & Gray Associates and is an experienced primary and secondary teacher who tutors part-time at Te Wānanga o Raukawa. She has been involved in NCEA since its inception and, in the past, has developed standards for Te Reo Māori and Te Reo Rangatira. Since the development of TMoA, Āwhina has looked after the Hauora Wāhanga Ako and is currently working with a panel of kaiako to develop NCEA materials for Hauora.

### Hēmi Dale (The University of Auckland) — Tikanga ā-iwi

Hēmi Dale is a descendant of Taitokerau, Te Rarawa, and Te Aupōuri. He has taught in the Māori-medium teacher training programme Te Huarahi Māori since its inception in 1997. Hemi was the key writer of the national Māori medium Tikanga ā-iwi curriculum from 1998-9 and led the review and redevelopment of the Tikanga ā-iwi Wāhanga Ako (TMoA) from 2006-8. From 2012-18 he led the development of the Māori-medium NCEA standards (PP), assessment exemplars, and teacher handbook for Tikanga ā-iwi. Currently, he is engaged in the development of the Aotearoa-New Zealand Histories' curriculum. His research interests include children's language acquisition in Māori-medium settings, effective pedagogy in immersion settings, and the development of a linguistic corpus for the Tikanga ā-iwi Wāhanga Ako. From 2017-20 he was the Urban Māori representative on the national Te Mātāwai Māori Language Board.

### **Rawiri Toia (Victoria University of Wellington) — Ngā Toi**

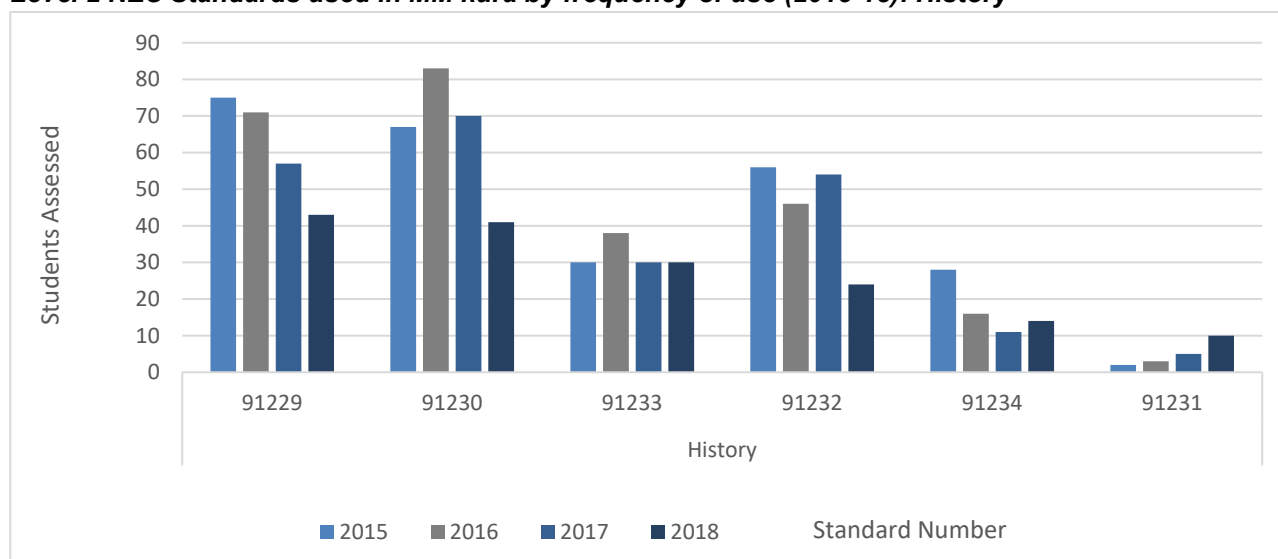
Rawiri Toia has been working on the development of Ngā Toi for 20 years -firstly through PLD for kura, and then as a writer for *TMoA*. Rawiri has led the development of PP for Ngā Toi and AS for Te Ao Haka, along with other projects supporting Māori-medium education, which includes current work on *TMoA* resources. Rawiri and his team received recognition for an innovative approach to online support that used video podcast and in-school facilitations to advance Māori language and language acquisition amongst teachers, with the project winning an International Award for Excellence published by *Ubiquitous Learning*.

### **Wawaro Te Whaiti — Hangarau**

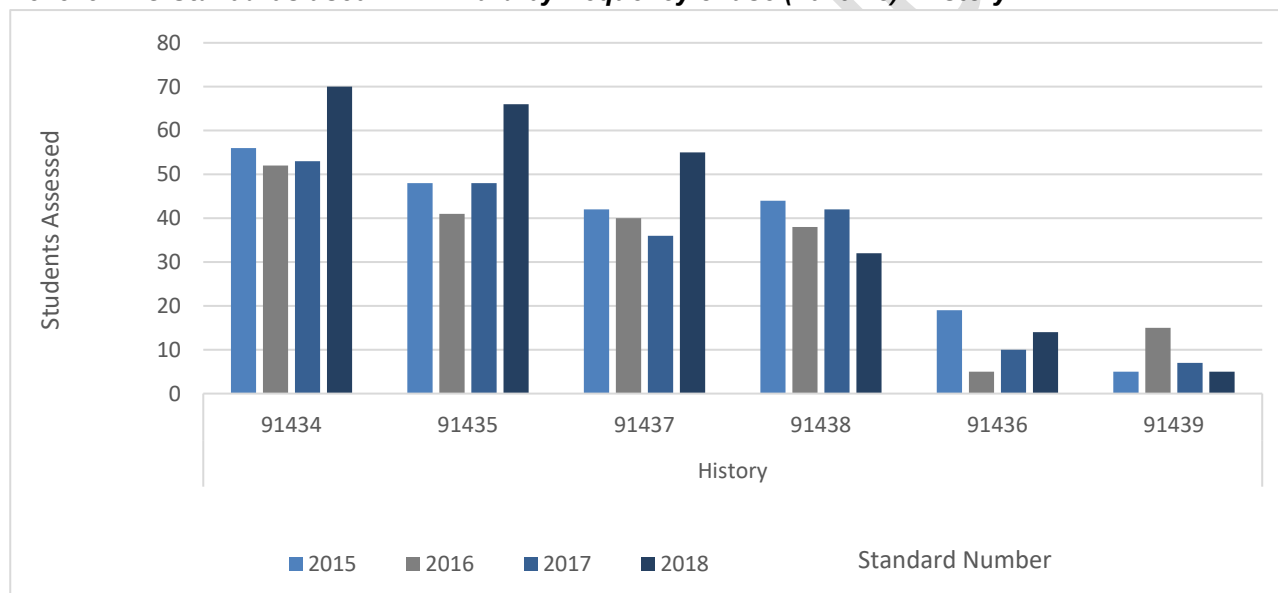
Wawaro Te Whaiti is a descendant of Ngāti Kahungunu, Rangitaane ki Wairarapa, and Kāi Tahu. She is the Māori Learning Solutions Lead at Core Education. Over the last 15 years, Wawaro's work has been focused around te reo Māori and its revitalisation; ākonga and their development in both Māori medium and English medium; and the development of pedagogies and resources to support learning. She has experience and expertise in developments for *TMoA*, te reo Māori, mātauranga Māori, publishing, learning solutions, and is a licensed Translator.

## Appendix E — Usage of NZC History AS in MM

### Level 2 NZC Standards used in MM kura by frequency of use (2015-18): History



### Level 3 NZC Standards used in MM kura by frequency of use (2015-18): History





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**