



TOD 2 Frequently Asked Questions

The questions and answers in this document are grouped under the following headings:

Mana Ōrite mō te Mātauranga Māori

Review of Achievement Standards (RAS)

Change Readiness

Literacy & Numeracy FAQs from the May 2021 TOD can be found at: [TOD 2 Literacy & Numeracy FAQs](#)

Mana Ōrite mō te Mātauranga Māori

Q: What is the actual meaning / translation of Mana Ōrite mō te Mātaurangi Māori??

A: The essence of this change is about equity for Mātauranga Māori (Māori knowledge) within NCEA, and ensuring learners have greater access to it in the future. The way we resource, build teacher capability, & credential mātauranga Māori, will be priority focuses.

Q: What support will there be for schools to ensure that we are addressing mana orite appropriately? Is the Ministry planning on providing PD to assist different departments with incorporating Maori teaching/learning into the curriculum/assessments?

A: The Ministry is providing support through:

- Resourcing Networks of Expertise to build teacher capability in integrating mātauranga Māori, noting that cultural capability is already a priority for regionally funded PLD
- Focused support through our Learning Area Leads and Curriculum Leads who can help broker relationships between schools and kura with iwi
- A digital planning tool and development of Regional Support Networks will be made available to support schools and kura that self-identify as requiring additional support
- Access to Te Ahu o Te Reo Māori, learning in te reo Māori

New subject content will also provide support:

- Learning Matrices and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- A Glossary defining any kupu Māori used.
- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes used in the trial and pilot will further exemplify the integration of mātauranga Māori in the future.

Q: How will MoE support teachers to feel confident in each of their subject specialties to teach mātauranga māori throughout their subject without doing what we've always been doing, ie tokenism? How will we prevent it seeming like pulling something out of the ao Māori and plonking it into a te ao Pākehā context since our whole education system is te ao Pākehā?

A: Ultimately each school holds the responsibility for upskilling its teachers in incorporating mātauranga Māori appropriately throughout their programmes. Teachers will also be upskilling individually. Many schools and kahui ako will have already incorporated this into their goals and planning.

Regarding PLD resources: PLD providers and facilitators have been alerted to the needs arising from the NCEA Review and RAS. Schools and kura can apply for regionally allocated PLD through the pld.education.govt.nz site and receive in depth and long-term school based PLD support from quality assured facilitators. The new PLD priorities of aromatawai, marau ā-kura, Mātauranga and Te Reo Māori, cultural capability, local curriculum design, assessment for learning and digital fluency can all be used to assist schools with the NCEA change programme. Learning Area Leads have also been appointed within the Ministry, their role will include working with PLD providers, Networks of Expertise and regional Ministry staff. Teachers are also able to develop confidence and proficiency in te reo Māori through Te Ahu o Te Reo Māori. This is a funded course which is delivered region.

Q: In the changes it says "Integrate te ao Māori and mātauranga Māori into the outcome statements as part of the new 'graduate profile' for NCEA and in the design of achievement standards." Is there an updated graduate profile somewhere?

A: As noted on Page 21, the draft graduate profile that you are referring to does not include explicit reference to te ao Māori and mātauranga Māori, as these statements need to be designed in discussion with Māori educationalists, iwi and hapū. These discussions are ongoing alongside the NCEA Change Programme as the updated qualifications, including the updated graduate profile statements, will not be listed with NZQA until 2023, alongside the revised Level 1 standards and the literacy and numeracy | te reo matatini me te pāngarau co-requisites. We will be consulting on an updated version of the graduate profile at a later date that will include mātauranga Māori.

Q: What support will local iwi/hapū be provided with from the Ministry in order for them to be in a position to help/guide schools in developing mātauranga Māori.

A: It is an important question! As mātauranga Māori and te reo Māori are diverse it is important that local iwi and hapū are engaged to determine and strategically plan to support how mātauranga Māori will be implemented within schools and kura. Iwi and hapū ongoing engagement is a key focus for the Ministry's Regional Offices to support this process. This is further strengthened by Regional implementation plans that are currently being developed with iwi strategies in mind. This process will help us to better understand the specific support needs across the different regions.

Q: Is there going to be a position created in schools to liaise with community and iwi in regards to building local connections and knowledge (like we have with SCT, WST AST)

A: While there are currently no plans to create a new position in schools to liaise with iwi and community, the Ministry is providing support through:

- Focused support through our Learning Area Leads and Curriculum Leads who can help broker relationships between schools and kura with iwi
- Resourcing Networks of Expertise to build teacher capability in integrating mātauranga Māori, noting that cultural capability is already a priority for regionally funded PLD

Q: Are there any resources where SOLO Taxonomy and Mātauranga Māori have been linked?

A: Currently we do not have documentation which explicitly links Mātauranga Māori with SOLO taxonomy. As the NCEA Change Programme continues, resources and documentation will be generated and released which may include this.

Q: Will evidence of NZQA's interaction with Māori iwis for development of new curriculum be made publicly available? Would appreciate the opportunity to see evidence of genuine, accurate and respectful interaction & development-especially to avoid anything tokenistic

A: We are working actively to ensure that incorporation of mātauranga Māori into NCEA is respectful, meaningful, and appropriate, including acknowledging the mana of mātauranga ā-Iwi. To support mana ōrite mō te mātauranga Māori in the NCEA Change Programme, the Ministry of Education have:

- Created an NCEA Māori Panel, a panel of experts including iwi representatives who advise the Ministry across the whole NCEA programme, including providing quality assurance for the NZC achievement standards.
- Worked to ensure that the Subject Expert Groups have appropriate Māori representation, and have access to mātauranga Māori expert support
- Engaged mātauranga Māori experts to provide advice, guidance and quality assurance during the NZC development process
- Held regular engagements with Māori peak bodies, including Te Ruranga Nui and Ngā Kura a Iwi leadership
- Held kanohi ki te kanohi kura engagements seeking feedback on draft subject content

Q: When will the externals also follow a cultural responsive approach where all information is accessible to all students and are part of the students lived experience. Also will the exemplars also demonstrate this. We are concerned that the literacy component of most external assessments (which teachers have no say in or can change) is one of the major causes for assessments to be inaccessible to a wide range of students and their lived experience.

A: The assessment method for each set of standards is currently being developed, based on the advice we have received from experts across the sector who considered a variety of factors, such as inclusivity, pedagogy, scalability and consistency of assessment, teacher resources and readiness. A key focus of the assessment (including the Common Assessment Activities) are for them to be inclusive, and for items and contexts to empower Māori and Pacific learners. This will be tested through our pilots (both the narrow pilot this year and the wider pilot in 2022) and we will continue to work to ensure

that all learners are able to access the assessment methods that are most appropriate for them.

Q: Are there results/programmes/models of practice currently from Kura Kaupapa students that reflect improved student outcomes in comparison to Maori learners in English-medium schools?

A: Overall, Māori learners in KKM NCEA achievement results trend higher than Māori learners in EM schools. This is visible across all 3 Levels of the qualification. Retention rates for Māori learners in KKM senior secondary are also higher than Māori learners in EM schools. The philosophy and underpinning principles of KKM education may be a critical factor in achieving positive outcomes for their students.

Q: Why is the colonisation of New Zealand / New Zealand's early history not a compulsory part of education (as it is in many other countries)? (difficult to decolonise when process / impact / changes of colonisation are not widely known / understood, surely)

A: Aotearoa New Zealand Histories includes a focus on early and colonial NZ history within its Big Ideas and will be a compulsory subject. You can find more information and have your say on this through the following link: <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum>

Q: Should UDL (Universal Design for Learning) be considered as one of the key tools for catering to all students' needs, is this something that aligns with concepts of Mana Ōrite mō te Mātauranga Māori?

A: If schools want to employ UDL as they plan for changes to their local curriculum and/or changes to pedagogy, how they might realize the māna ōrite mo te mātauranga Māori system shift within their local context should definitely be part of their thinking.

Q: Are Primary School teachers getting the same information as secondary schools?

A: While all of the training modules and resources will be available for anyone to access, the information in these TODs is specifically for teachers of NCEA.

*PPTA and MOE as parties to the Accord made the decision in 2019 to link the 8 Teacher Only Days for teachers in secondary schools and wharekura to the NCEA Change Programme. (As primary schools do not deliver NCEA, the other Accord partner, NZEI Te Riu Roa and the MOE made different arrangements for discharging their TODs).

Review of Achievement Standards (RAS)

Q: When are the NCEA standards becoming live? what happens to NCEA in 2023 when the Numeracy/Literacy standards come in?

A: The level 1 subjects, will go live in 2023. From 2023 onwards, the Literacy & Numeracy mandatory becomes a co-requisite of NCEA. i.e.: from 2023 to be formally awarded an NCEA qualification at any level, the Literacy & Numeracy co-requisite must be achieved.

Q: Can you please explain the difference between phase 1 and phase 2? If there are any other phases can you let us know what they are. Finally please detail the calendar timing of each phase?

A: The RAS project is large and complex. It is broken down into phases of resource development. Phase one refers to the Learning Matrix, Assessment Matrix and Course Outlines. We sought feedback through public engagement on the draft Phase 1 products

that can be found on the new NCEA.education website. Phase 2 refers to the development of Achievement Standards, Internal Assessment Activities, Conditions of Assessment, and supporting assessment materials. During the pilot year examples of student work and Teaching and Learning Programmes will be developed. More information about the timeline can be found here: <https://ncea.education.govt.nz/review-achievement-standards>

Q: Why are the changes to NCEA Levels 1, 2 and 3 occurring over consecutive years? This makes one year group the guinea pigs for the new standards their entire NCEA career.

A: The NCEA Change Programme is about coherence and consistency for our learners across all three levels of NCEA. Once they have started with the new Level 1 standards, based on Learning Matrices that have been designed with the NCEA Changes in mind, continuing to the new Level 2 and 3 programmes will provide consistency. The Ministry is aware of the concerns around disruption for these learners and is working to ensure that it is an enriching change. Switching between the new and old standards would be more disruptive for both learners and teachers.

Q: Will the 4 subjects that are being piloted this year (English, Science, Visual Arts and Religious Studies) to be taught nationwide in 2022 or 2023 using the new standards at L1.

A: The 4 subjects that are in the mini-pilot this year (2021) will be in the full pilot next year (2022), which aligns them with the implementation of the other level 1 subjects. "Full-pilot" in this case differentiates from "mini-pilot" in scale. For the mini-pilot this year, only 4 level 1 subjects (and all levels of Te Ao Haka) are being piloted with a very limited number of schools and kura. In the full pilot next year, ALL level 1 subjects will be piloted with a much larger group of schools and kura. This will be followed by implementation of level 1 in 2023, where all schools will be required to use the new standards.

Q: If we become involved in a Pilot can we just do it in one standard? Will the credits from the new standard if piloted in 2022 count toward a subject endorsement?

A: Course endorsement is indeed available for the students involved in the pilot. As it is a pilot, we ask that the complete package of standards for a subject are used for assessment, along with the Learning Matrix as a basis for course planning. All schools who are chosen for the pilot will be supported in this.

Q: How can I / we make any sense of the proposed changes to / possibilities of Level 1, without knowing what Level 2 and 3 looks like for my / our subject area (knowing teachers often backward map a 'five-year' curriculum from top (Year 13) down (Year 9)?)

A: The Changes to NCEA Level 1 seek to establish a broad foundation for specialization at NCEA Level 2 and beyond. Engaging with the Big Ideas in the Learning Matrices for NCEA 1 and any insights that may come from the Pilots and Trials should help schools with developing their local curriculum/course offer. Meanwhile, an announcement of the level 2 and 3 subject lists will be made soon, and further resource development will follow this. To help make the implementation of the new standards successful, focus and support will also be provided throughout the introduction of the new standards.

Q: Can we mix Level 1 science standards from the 4 Assessment matrixes? Eg Hort 1.i with a Chemistry biology Standard?

A: A "course" in Science can be made up of any of the 12 science standards taken from Science L1, ChemBio L1, Physics Earth Space and Science L1 and AgHortScience L1. The course can then be endorsed at L1 Achieved if at least one of the standards achieved by the student is an external assessment. A course of learning developed as a coherent subject at L1, however, such as ChemBio or AgHort Sci has been designed with the brief

that the learning matrix provides significant not to be missed learning for Level One students that is broad and foundational to provide the coherency that ensures students are best prepared for lifelong learning going forward.

Q: Will it still be possible to combine units from different strands into a course - e.g. using a combination of computing Unit Standards and Science assessments to create a Science with Computing course?

A: A course can be compiled of Science Achievement Standards and Computing Unit Standards but this course will not be eligible for Endorsement at Achieved unless it contains 4 externally assessed credits. In addition we need to be mindful that Computing Unit Standards are currently being reviewed and this information can be found here <https://www.nzqa.govt.nz/qualifications-standards/standards/nzqa-led-standards-reviews-and-developments/computing-unit-standards-review>

Q: What support will schools receive to ensure these changes will be successful? What support will schools receive to ensure our capability around culture will be at a good standard?

A: A range of existing and new supports and services can be used to help teachers with the NCEA Change Programme:

Materials to support implementation of the Learning Matrix and Assessment materials, including the Glossary, Course Outlines, unpacking of the Big Ideas and Assessment Activities. Exemplars of student work, external assessments and Teaching and Learning Programmes will be published after the Trial and Pilot.

Accord Teacher Only Days (TOD) for secondary teachers. Three TOD have been agreed to in 2021 and four in 2022.

24 Networks of Expertise have been funded for at least three years from 2021 to support the NCEA changes.

Learning Area Leads have been appointed to work with PLD providers, Networks of Expertise and regional Ministry staff to deliver NCEA support as the changes unfold.

PLD providers and facilitators have also been alerted to the needs arising from the NCEA Review and RAS. Schools and kura can apply for regionally allocated PLD through the pld.education.govt.nz site.

Q: How are standards brought to the attention of NZQA - how are standards established?

A: In short, we have been working with NZQA right from the beginning. The Ministry owns all Achievement Standards, so we have been communicating with them to work through the changes coming out of the Review of Achievement Standards, as well as to establish new Achievement Standards for Te Ao Haka. For Te Reo Matatini me te Pāngarau | Literacy & Numeracy, we are working with NZQA to create new, Ministry-owned unit standards, as well as to develop external assessment tasks.

Q: Is NZQA looking for teachers who already incorporate into their different curriculum areas, to showcase as examples we can learn from?

A: The Ministry of Education and NZQA will be looking to provide exemplars and this will include "best practice" or showcase examples from the sector. Learning Area Leads will also be developing resources for schools

Q: Where do we find out about our regional support network?

A: You can contact your regional office for information on your Regional Support Network

Q: Maori Performing Arts standards are currently Unit Standards - will these be changed to Achievement Standards for equity?

A: Te Ao Haka, a new Māori Performing Arts subject in the New Zealand Curriculum (achievement standards), is currently being piloted in 36 schools and kura across all three Levels of NCEA and for University Entrance. This is a major and long overdue step towards achieving mana ōrite mō te mātauranga Māori in NCEA. We expect to expand the pilot in 2022 and make the subject fully available to all schools and kura in 2023. Unaffected by this change, the existing unit standards - The Māori Performing Arts unit standards, as well as Ngā Mahi a te Rēhia in Te Marautanga o Aotearoa continue to be available.

Change Readiness Tool

Q: In the 'Readiness Tooling' LMS module there is discussion of the NCEA Change Dashboard. Where is the link to this tool?

A: We will be making this Tool "live" to support school readiness and planning for the NCEA Changes ahead of TOD 3

Q: where can we obtain a hard copy of Michelle Johansson's 10 steps?

A: you can view the 10 steps through this link:
https://youthmentoring.org.nz/news.cfm?content_id=1534