DESIGN AND VISUAL COMMUNICATION

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Design and Visual Communication (DVC) Subject Expert Group (SEG) would like to thank those who took the time to review the subject content. We received 54 responses to the survey.

It was encouraging to read that there was general confidence in, and support for, the new draft teaching and assessment resources for Level 1 DVC.

Your feedback indicated a need for support with mana ōrite mo te mātauranga Māori and how it is reflected in DVC, and that you sought revision and clarification of aspects of the Learning Matrix. There were concerns expressed around the Assessment Matrix in terms of credit allocation, the balance of practical tasks, and a need to revise the unpacking of the standards.

The feedback has been collated into main themes that the SEG has now discussed and responded to, and will continue to consider as we move into Phase 2. Four themes emerged from the comments and suggestions received.

Theme One

Respondents requested visual exemplars and resources for guidance on how to incorporate mātauranga Māori into teaching, learning, and assessment, and deliver the proposed Achievement Standards successfully.

Response

Visual exemplars will be produced during the piloting phase in 2022 so there is an authentic demonstration of student work generated by working with the DVC Learning and Assessment Matrices. Schools involved in piloting the DVC subject content will have the opportunity to develop their own resources and provide different local perspectives that are tailormade for their ākonga.

Theme Two

Respondents asked for professional learning and development for mana ōrite mo te mātauranga Māori contexts.

Response

Change 2 of the NCEA Change Package calls for mana ōrite mo te mātauranga Māori. This means incorporating mātauranga Māori, te ao Māori, and te reo Māori appropriately into the new DVC content.

The subject content provides capability support:

- Learning Matrices and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning.

- The Glossary will define any kupu Māori used in the subject content.

- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes developed in the pilot phase will further exemplify the integration of mātauranga Māori in DVC.

During Phase 2, the Achievement Standards and Assessment Activities for the internally assessed standards will be developed to their final drafts, giving a much clearer indication of how we might incorporate mātauranga Māori and how we would approach these Achievement Standards in a learning environment. The SEG will develop this content to ensure mana ōrite is implemented meaningfully, as well as testing whether the Step-Ups (Achieved, Merit, and Excellence criteria) and Achievement Standard titles are fit for purpose.

The SEG currently supports the existing title for Achievement Standard 1.1 and the inclusion of 'and' to ensure mana ōrite mo te mātauranga Māori is clearly signalled within this Standard.

[A further response from the Ministry can be found here.](#)

Theme Three

Respondents expressed concerns around whether the requirements of the proposed standards are above the expectation of NCEA Level 1.

Response
Further work will be done during Phase 2 to ensure both the quantity and curriculum level of learning is appropriate for NCEA Level 1.

Theme Four

Respondents suggested that the Learning Matrix is refined to streamline the Significant Learning, and to revise technical details. For example, more mātauranga Māori content could be included, as well as more emphasis given to highlight student voice.

Response
Work is ongoing to refine the Learning Matrix to ensure it is concise and intuitive for teachers to use. Further discussions regarding the inclusion of more mātauranga Māori content will take place throughout Phase 2.

Student voice is important to include, as it both encourages student engagement and demonstrates their progress within the subject. Ways of emphasising this within the Significant Learning will also be explored further in the next development phase.

Not all schools have access to CAD technologies so it is not specified in the Learning or Assessment Matrix. This does not prevent schools that have CAD capability from using it, as and when appropriate, within their programmes.