MATERIALS AND PROCESSING TECHNOLOGY

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Materials and Processing Subject Expert Group (SEG) would like to thank those who took the time to review the Materials and Processing Technology subject content. We received 111 responses to the Ministry's online survey. The Ministry also conducted a Focus Group meeting with members of the education sector who provided feedback on the draft subject content. It was encouraging to read that there was general confidence in, and support for, the Learning and Assessment Matrix.

Five main themes were identified in the feedback.

Theme One

Respondents asked about options for ākonga who wanted to take more than one Materials and Processing context (for example, textiles and woodwork)

And

Theme Two

Respondents expressed concerns regarding skill acquisition for ākonga

Response

The SEG recognises that the consolidation of subjects at NCEA level 1 and the reduction of Achievement Standards to four per subject is a significant change but these changes do not need to restrict the way Materials and Processing Technology programmes are offered. The NCEA Change Package is intended to shift the focus of NCEA from assessment to teaching and learning first, through providing a broader, foundational qualification at Level 1. There are opportunities for schools to develop courses that use a range of achievement standards from different subjects, different learning areas, and even unit standards, to credential the rich learning that occurs at NCEA Level 1.

The Ministry of Education will be publishing the proposed list of Level 2 and 3 NCEA subjects for feedback later this year and teachers are again encouraged to respond.

Theme Three

Respondents questioned the inclusion of mātauranga Māori in the draft Phase 1 materials

Response

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and

resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Materials and Processing Technology content.

The subject content provides some guidance:

- 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 year (2022) will further exemplify the integration of mātauranga Māori in the future.

A further response from the Ministry can be found here.

Theme Four

Respondents expressed concerns about external and written assessments.

Response

Ākonga who study Materials and Processing Technology have the opportunity to have their practical, hands-on learning credentialed in largely practical ways. While documentation of decisions taken is a part of the technology process and will most likely remain part of assessment, the core of this subject is practical, and the SEG wishes it to remain so.

The phase 1 Materials and Processing Technology subject content is still in a draft state and will continue to be developed and refined in phase 2. The SEG is mindful of the need to carefully frame the two external standards to credential the subject content and not create undue barriers for learners. NZQA will also be involved in this process.

Theme Five

Respondents questioned other aspects of the draft Phase 1 materials (inclusion of Health and Safety, and wellbeing from the physical creation of outcomes, in Achievement Standards)

Response

The SEG recognises the vital importance of safe practices in the technology classroom but has not included these in the Achievement Standards as they are an integral part of technology practice and should always be practised.

The SEG also recognises that the sense of wellbeing that ākonga gain from creating an outcome is vitally important to the study of Materials and Processing Technology, and have noted this as a reason to create, rather than including it as Significant Learning.