

# DRAMA

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## **SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS**

The Drama Subject Expert Group (SEG) would like to thank those who took the time to review the Phase 1 Drama subject content. We received 33 responses to the survey.

Five themes were identified in the feedback.

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### **Theme One**

*General clarification and refinement of subject content*

#### **Response**

Several of the responses sought further clarification, both of terms used in the products as well as of the specific requirements and expected forms of assessment.

The Phase 1 Drama materials currently published is foundational subject content, with an indication as to the direction of assessment. This is published early in the development process to provide the opportunity to comment on the proposed teaching, learning, and assessment materials at a formative stage.

Assessment will be clarified in detail when Phase 2 subject content is published in August. Phase 2 materials include the draft Achievement Standards, Assessment Schedules, Conditions of Assessment, Internal Assessment Activities, updated Course Outlines, and further expansion of the information under the Teaching Learning and Assessment tabs on the main webpage. Exemplars of student work will be provided after the Pilot phase in 2022.

The SEG will revisit the terminology in the draft products to provide further clarification and consistency across subjects. The SEG will also explore where explanations can be included or expanded to clarify the uniqueness of Drama as a subject, rooted in an Aotearoa New Zealand context and part of a global community.

Respondents expressed concern about teacher capability and knowledge required to properly implement the changes.

The Ministry is working to ensure support is available for teachers, schools and kura to implement the NCEA changes introduced in the RAS subject content. This includes both new supports and a range of existing services which can be used to help teachers adapt to these changes.

### **Theme Two**

*Interaction with te reo Māori and inclusion of te ao Māori*

## 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 building teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Drama content.

Several respondents were concerned about their own ability and the ability of the sector in general to deliver mātauranga Māori content in Drama with sufficient expertise and authenticity and there were a number of calls for further exemplification, resourcing and PLD.

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
- Further assessment resources including student exemplars, and examples of Teaching and Learning Programmes developed through the pilot in 2022 will further exemplify the integration of mātauranga Māori in Drama.

As part of the next phase of development the SEG will explore how they can provide more explicit guidance on the incorporation of mātauranga Māori and other indigenous knowledges and practices into their teaching, learning, and assessment. The SEG will further explore how kaupapa Māori can be a part of teaching and learning and clarify what this might look like in practice in the classroom and in assessment. We will continue to explore how the subject content can be kept sufficiently open to allow all ākonga to learn through and express their own culture, experience and understanding in Drama. All ākonga should have the opportunity to explore both familiar and novel dramatic traditions in order to grow their understanding of the diversity and universality of dramatic expression.

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

## Theme Three

*Emphasis on performance versus theory*

### Response

A number of responses raised concerns that the subject content indicates a course that focuses too heavily on literacy and theory requirements and not enough on performance for a practical, performance-based subject. Conversely, some respondents expressed concern at a lack of literacy requirement.

The SEG feels strongly that, as a fundamentally practical subject, students in Drama must be given ample opportunity to learn and explore in practical contexts. It is important that all learners are able to work, process and show their learning in ways that work for them. In further developing the subject content, the SEG will look for ways in which ākonga can be given choice in how they demonstrate their learning. The next stage of development will involve full development of the four standards to clarify the intention of how these assessments will work in practice, including a range of internal Assessment Activities. These will clarify the types of evidence that are possible for the internally assessed standards.

SEGs will work with NZQA to develop the External Assessment Specifications and sample Assessment Activities these will be used by pilot schools for 2022.

## **Theme Four**

*Equity and access for externals*

### **Response**

Several responses raised concerns about equity issues for both Achievement Standard 1.3 and 1.4, and in general were related to the method of assessment, or access to opportunities to assess learning.

The SEG is working on developing methods of assessment that will focus on providing equitable opportunities for students to provide evidence of their learning. We will continue to identify issues of equity for ākonga through the development of achievement criteria and continue to advise on ways that can support equitable teaching and learning, as well as fair assessment opportunities.

A key part of this will be reviewing current external assessment methods, and evaluating whether they are still adequate to assess Drama. As the NCEA Change Package aims to refocus on teaching and learning before assessment across senior secondary, the SEG will consider other methods of assessment that address potential accessibility and inclusion issues. These assessment methods will take into account the types of access and technology schools and kura will need to implement the new standards.

## **Theme Five**

*Flexibility of course design*

### **Response**

A number of respondents expressed concern that the products reduce the ability of kaiako to design flexible and varied courses.

The SEG has a mandate from the NCEA Change Package to develop fewer, larger standards in order to increase the coherence of learning and assessment. This change seeks to ensure that the essence of a subject is not lost by fragmented learning focused around small disconnected standards. This also helps to preserve the integrity of the different bodies of knowledge that can be explored through Drama.

The opportunity to generate courses that integrate curriculum areas still exists with the new Learning and Assessment Matrices. Each subject SEG has determined the significant learning within a subject and identified aspects of that significant learning that are most important to be assessed. Schools and kura using an integrated approach can continue to draw from significant learning of multiple subjects and access Achievement Standards that capture the essence of that subject, enhancing the coherence of learning and assessment programmes.