

MINISTRY RESPONSE TO FEEDBACK ON PHASE 1 PRODUCTS

Ministry supported professional learning and development (PLD) for NCEA changes

New supports and a range of existing services which can be used to help schools, kura, and teachers adapt to these changes:

- Accord Teacher Only Days (TOD) for secondary teachers. These are a significant professional learning opportunity for teachers and are intended to reduce workload associated with the NCEA changes. Three TOD have been agreed to in 2021 and four in 2022.
- 24 [Networks of Expertise](#), which are teacher led peer-to-peer networks, have been funded for at least three years from 2021 to support the NCEA changes, and will be supported by a Network Hub alongside the Ministry of Education. Most of these are Subject Associations which will provide supports and resources to build teacher capabilities around culturally inclusive NCEA practices and reach beyond their existing memberships to identify and work with teachers who need extra support.
- PLD providers and facilitators have been alerted to the needs arising from the NCEA Review and RAS. The new [PLD priorities](#) can all be used to assist schools with the NCEA change programme. Schools and kura can apply for regionally allocated PLD [here](#), for in-depth, long term support delivered by quality assured facilitators.
- Learning Area Leads have been appointed within the Ministry, and their role will include working with PLD providers, Networks of Expertise, and regional Ministry staff so they are able to deliver NCEA support as the changes unfold.

Ministry supported PLD for implementing mātauranga Māori appropriately into teaching, learning and assessment

Ultimately each school and kura holds the responsibility for upskilling its teachers in incorporating mātauranga Māori appropriately throughout their programmes, and teachers also will be upskilling individually. Many schools, kura and Kāhui Ako will have already incorporated this into their goals and planning.

The Ministry is providing additional support through:

- Resourcing Networks of Expertise to build teacher capability in integrating mātauranga Māori, noting that cultural capability is a PLD priority for English medium settings, and that mātauranga Māori and te reo Māori are PLD priorities for Māori medium settings.
- Targeting some of the Accord Teacher Only Days to mana ōrite mo te mātauranga Māori.
- 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.
- Contracting with iwi organisations for PLD and curriculum supports.

- Regional Curriculum Leads who can support schools and Kāhui Ako as they broker relationships with iwi and hapū in order to determine what local knowledge is appropriate to be taught within the school or kura.
- A [search tool](#) that allows schools to locate PLD facilitators with specialisations relevant to mātauranga Māori and te reo Māori.
- 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 regionally by a range of Māori providers. Te Ahu o te Reo Māori means the future pathway of te reo Māori – a pathway that seeks to inspire and aspire for improved te reo Māori proficiency, acquisition, and use across the education sector. It also provides opportunities for te reo Māori to be normalised, and Māori identity and culture to be shared and embraced.