Review of Achievement Standards Level 1, Phase 1

Feedback Report Agriculture and Horticulture

Feedback provided on draft Phase 1 subject content 28 April 2021

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## Purpose

This report outlines the feedback received by the Ministry of Education (the Ministry) on the Phase 1 development of Level 1 subject content for Agriculture and Horticulture. It aims to identify common themes and trends across the feedback. This report will be used to inform any necessary changes to the subject content developed so far as well as the further development of Phase 2 content by the Subject Expert Groups (SEGs) as part of the Review of Achievement Standards (RAS).

## Background

1. The Ministry received 21 responses to the Ministry’s online survey about the subject content developed for Agriculture and Horticulture. These included both multiple choice answer questions and long form, written response questions.
2. Feedback was also provided by the four NCEA panels. Each panel did not review every subject – for Agriculture and Horticulture, feedback was received from the Pacific and Pathways Panels.
3. This report is divided into the following:
   1. General Overview and Themes
   2. Analysis of Feedback by source
      1. Online
      2. Focus Group
      3. NCEA Panels
      4. Mātauranga Māori Expert Review
      5. Horticulture and Agriculture Teachers Association Conference
   3. Next steps
4. Please note that the content in this report does not reflect the opinions of the authors. The report aims to thoroughly and accurately reflect the views presented by those who fed back on the draft subject content.

## General Overview and Themes

1. ***Approach to agribusiness***

Some respondents were concerned about the incorporation of business concepts in the subject content, pointing specifically to the inclusion to marketing in the unpacking of Achievement Standard 1.3 and L8 of the Learning Matrix. There were comments that the subject content should have a stronger science focus.

Other respondents favoured the inclusion of agribusiness concepts in Agriculture and Horticultural Science, noting the importance of agribusiness to career pathways in the New Zealand economy.

1. ***Practical skills***

Some respondents noted that practical skills have been removed from the subject content. There were concerns that this limits the utility of the subject as a vocational pathway for students who would enter the workforce without continuing to higher education. It was also noted that this would be prohibitive for students with lower literacy skills.

1. ***Industries covered by Agriculture and Horticulture Science***

It was suggested by some respondents that the subject content could be broadened from a focus on land use to explicitly cover other important New Zealand industries such as forestry, viticulture, and fisheries.

1. ***Inclusion of te ao Māori***

Respondents generally received the inclusion of te ao Māori warmly, and noted that mātauranga Māori concepts seemed well integrated into the subject content. Some respondents noted that a lack of knowledge of mātauranga Māori would be a potential barrier to implementation, and there was a call for professional development and further resourcing in this area.

1. ***Clarification of Assessment***

A couple of respondents noted a lack of specific detail regarding assessment.

## Sources of Feedback

#### Online

Below are the quantitative data questions summarised in graphs.

#### NCEA Panels

The NCEA Panels have raised some important issues in addition to themes which were noted in the Feedback Survey responses.

The Pacific Panel commented positively that the draft Agriculture and Horticulture Science content is heading in the right direction. Specific suggestions were given for improvements, including explicitly linking to Pacific sustainability practices, integrating a focus on relationships and community, and specifying that learning is Pacific Region place based.

The Pathways Panel commented that the content user friendly and accessible. They noted that contextualisation will be important to make the learning relevant for students and suggested that this could be made more explicit. It was also suggested that inclusion of the history of agriculture and horticulture in New Zealand could strengthen the content.

**Mātauranga Māori Expert Review**

The Mātauranga Māori Expert Review team undertook a careful analysis of the subject content. They noted a scarcity of mātauranga Māori concepts in Big Ideas which is carried through to the Significant Learning and requested that mātauranga Māori ideas are made explicit so their inclusion does not get left to chance.

**Horticulture and Agriculture Teachers Association Conference**

The Horticulture and Agriculture Teachers Association noted that use of “Agriculture and Horticulture” in the draft Achievement Standard titles will require assessment of **both** Agriculture and Horticulture understandings. They queried whether this was the intent and asked for clarity.

They also suggested that Achievement Standard 1.1 includes a large amount of content and could be split into life processes and management practices. They thought that Achievement Standards 1.3 and 1.4 could be combined to accommodate this.

## Next Steps

**Ministry Actions**

There are several recommendations which will be undertaken prior to reengaging the SEG. Some are too specific to detail in this report, but the overall themes are:

* Ministry to clarify position on addressing PLD concerns relation to:
  + being able to adequately reflect and competently deliver Mātauranga Māori in classroom settings, especially understanding kupu and concepts Māori
  + preparing sample or exemplar materials to support the delivery of the new teaching, learning, and assessment subject content. These will be included in the Pilot subject content.
* Ministry to clarify timing of development process and develop sector responses. This may be what the public should be expecting and when; and confirming what is being asked of the public at engagement points.
* Ministry to clarify, alongside NZQA, the ways in which both internal and external assessment are carried out.
* Ministry to continue to work on messaging about the concurrent curriculum refresh and how that work is aligned the Review of Achievement Standards.

**SEG actions**

* SEG to discuss how the subject content can be best used to support users understanding of mātauranga Māori concepts and how they relate to teaching and learning in Agriculture and Horticulture Science.
* SEG to review the wording of the Achievement Standard titles.
* SEG to work through the Pacific and Pathways Panels feedback, prioritised by the SEG Facilitator and Technical Writer, and make appropriate additions to the Learning Matrix so that the subject content more explicitly reflects all ākonga.
* Course Outlines to be reviewed during Phase Two and amended to reflect New Zealand Curriculum Level 6 as well as any changes made by the SEG to the TLAG. They will be republished alongside Phase Two subject content.
* As part of Phase Two development further content and detail will be created for the Achievement Standards and their supporting subject content. While working on this development, the SEG will consider all relevant feedback as highlighted by the SEG Facilitator contained in this report.