Review of Achievement Standards Level 1, Phase 2

Public Engagement Survey Report: Agricultural and Horticultural Science

Feedback provided on draft, Phase 2 subject content 26 August 2021

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## Purpose

This report outlines the feedback received from a Public Engagement Survey by the Ministry of Education (the Ministry) on the Phase 2 development of Level 1 products for Agricultural and Horticultural Science. This report will present the quantitative data collected from the survey as well as summarising the common themes and trends appearing in the qualitative data. This report will be used to inform any necessary changes to the products before they go forward for piloting as part of the Review of Achievement Standards (RAS).

## Background

1. As at 23 August 2021, the Ministry received **14** responses to the Ministry’s online survey about the subject content developed so far for Agricultural and Horticultural Science. These included both multiple choice answer questions and long form, written response questions.
2. This report is organised into sections based on the questions in the survey. Each section was optional so not every respondent answered every section. The sections are:
	1. Summary of feedback as a whole
	2. General impressions of the subject content
	3. Course Outlines
	4. Individual Achievement Standards
		1. AS 1.1 and Assessment Activities
		2. AS 1.2 and Assessment Activities
		3. AS 1.3
		4. AS 1.4
	5. Impressions of the Achievement Standards as a suite
3. 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.
4. Respondents had the option of submitting feedback as individuals or on behalf of groups, such as school departments. Except where pertinent, responses have not been identified as originating from an individual or a group.
5. **Summary of Agricultural and Horticultural Science**

There were **14** responses to Agricultural and Horticultural products. Responses about the Achievement Standards were mixed, with **3 / 8** respondents indicating the products were ready for piloting.

The main themes appearing throughout the responses included:

* More PLD and examples required for mātauranga Māori concepts
* Concerns with the lack of practical tasks
* More clarity surrounding assessments, particularly Common Assessment Activities
1. **General impressions of the subject content**

**Questions**

**Chart B: *Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?***

***Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?***

8 respondents provided commentary.

* While respondents acknowledged the importance of incorporating te reo Māori, it was suggested that the addition of English translations in brackets following kupu Māori would be useful.
* Following the above theme, respondents indicated that PLD for mātauranga Māori would be necessary and queried whether there would be support surrounding making connections with local iwi.
* Respondents suggested that taro, the product included in the horticultural task (AS 1.2), should be substituted for a nationally significant product.
* Some respondents felt that the external Achievement Standards were unclear and would need further detail.
* Respondents were concerned with the lack of practical skills within the Achievement Standards.
* Respondents acknowledged the amount of work that went into creating the Achievement Standards.
1. **Course Outlines**

**Chart C.1: *Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards?***

**Chart C.2: *Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?***

***Do you have any further feedback on the Course Outline(s)?***

4 respondents provided commentary.

* Respondents felt that while the Course Outlines were useful, the links to each Achievement Standard were not clear.
* One respondent indicated that further detail was required for external assessments.
* One respondent had concerns regarding the Common Assessment Activity (CAA), as expressed in the following quote:

*“From the TOD I attended, initial thinking was to take on 3 of the 4 standards. The assessment date of Week 5 in Term 3 for the CAA did not appear to leave much time for teaching of 1.4.”*

* One respondent raised concerns surrounding mātauranga Māori, as shown in the quote below:

*“I imagine we are all short of local knowledge, and this needs to be fed back. We need books, videos and resources. Our management use up all the time with local kaumatua.”*

1. **Individual Achievement Standards**
	1. **AS 1.1 and Assessment Activities**

**Chart D1.1: *Is this Achievement Standard ready for piloting?***

**Chart D1.2: *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D1.3: *Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?***

***Internal Assessment Activities***

**Chart D1.4: *Could the activities for AS1.1 be used or adapted in your local context?***

**Chart D1.5: *Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

**Chart D1.6: *Do the activities for AS1.1 support the engagement, access, understanding and participation of all learners?***

***Do you have any further feedback on this standard and its activities?***

3 respondents provided commentary.

* Respondents indicated that there was a need to clarify what was meant by “whakapapa of the primary product” and queried whether it only referred to genetic lineage or something broader.
* One respondent was concerned with the similarities in Achievement Criteria for Merit and Excellence.
* One respondent felt that while the activity was good for ākonga who thrive in research and writing, there are some ākonga who would find this more difficult. Speaking from experience at a tertiary level, the respondent believed more emphasis should be put on the practical elements.
* One respondent was apprehensive about the exemplars for internal assessment activities being made public. This is best expressed in the following quote:

*“If the exemplar (answers) for the internal assessment activities become public, this will result in CONSIDERABLE EXTRA TIME for teachers to change and modify internals. THEN, additional time should be provided to account for this and guidance given sooner than later.”*

* 1. **AS 1.2 and Assessment Activities**

**Chart D2.1: *Is this Achievement Standard ready for piloting?***

**Chart D2.2: *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D2.3: *Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?***

***Internal Assessment Activities***

**Chart D2.4: *Could the activities for AS1.2 be used or adapted in your local context?***

**Chart D2.5: *Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

**Chart D2.6: *Do the activities for AS1.2 support the engagement, access, understanding and participation of all learners?***

***Do you have any further feedback on this standard and its activities?***

5 respondents provided commentary.

* One respondent felt that this was very similar to the current Achievement Standard.
* One respondent indicated issues could arise from ākonga selecting various modes of presentation, as teachers would have to ensure valid comparisons of different methods are made.
* One respondent believed the tasks within AS 1.2 needed to be more flexible, as expressed in the following quote:

*“Rather than one essay task as in the exemplar, I would like the task to be a portfolio of work. Videos and explanations of outside tasks. Discussions of field trips. A body of independent modes: kinesthetic, oral, written.”*

* One respondent was concerned with the lack of practical tasks within the Achievement Standard and made the following suggestions:

*“I realise that teachers can take students on trips and the like. However, I wonder if this assessment could be done in real time in the hort block. Grow veges, and give them to a food bank, or sell them. Make the subject real.”*

* 1. **AS 1.3**

**Chart D3.1: *Is this Achievement Standard ready for piloting?***

**Chart D3.2: *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D3.3: *Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?***

***Do you have any further feedback on this standard?***

4 respondents provided commentary.

* Respondents were concerned with the lack of detail surrounding the CAA and specified the need for exemplars.
* One respondent gave suggestions for potential tasks within AS 1.3, as expressed in the following quote:

*“This standard could get students growing crops using Tikanga - traditional Maori crops. Or look at farming in the region closest to the student.”*

* 1. **AS 1.4**

**Chart D4.1: *Is this Achievement Standard ready for piloting?***

**Chart D4.2: *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D4.3: *Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?***

***Do you have any further feedback on this standard?***

6 respondents provided commentary.

* Several respondents felt that more guidance for external assessments was needed and wanted clarity on several details, as expressed in the following quotes:

*“what will be the layout and expectation of these externals, what specific examples should/must be covered in order to ensure all students across the country are learning the same context to ensure equitable assessment”*

*“Will the context change yearly as it does for the current 3.5? Will this not encourage students to rope learn answers? Will it look more like an unfamiliar text exam?”*

*“Do the students choose their industry? Or are there 3 industry contexts given in the exam?”*

* One respondent indicated clarification was needed regarding the number of management practices ākonga would be expected to learn.
* Some respondents did not know what was meant by ‘decision-based exam’.
1. **Impressions of the Achievement Standards as a suite**

**Chart E.1: *Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?***

**Chart E.2: *Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply)***

**Chart E.3: *Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)***

***Do you have any further feedback on the Achievement Standards?***

6 respondents provided commentary.

* Respondents were concerned with the lack of practical skills, as expressed in the following quotes:

*“There seems to be no room for the practical skills standards such as Propagation skills from Hort and Practical skills from Agriculture. These are an important part and provide an avenue for the more practical students to get outside, show off skills and learn some transferable skills that can be used in the workplace.”*

*“The subject is almost completely theoretical now - not what the majority of students want or need … I believe that year 11 should be more project based. This knowledge and depth of understanding can then be used in year 12. I think we are going to put the less academic students away from our subject. Make the subject real, use real life projects as the tools.”*

* One respondent suggested support would be required for kaiako who are unfamiliar with mātauranga Māori concepts, and indicated the Achievement Standards need to be well-resourced.
* One respondent indicated that Agricultural and Horticultural Science was not a subject that could be taught competently by kaiako without industry knowledge. Their concerns and suggestions are shown in the following quotes:

*“(…) you have Teaching staff seeking to teach this subject qualification or experience Ag or Hort degree and the commercial contexts are easily lost or taught in a confounded way to students by accident.”*

*“Existing Agricultural and Horticultural providers to put on PD for to support existing Teachers. There are organisations such as Fruition, OWL and Telford.”*

*“Resource experienced Teachers to visit other schools to support teaching staff who do not yet have the required subject knowledge.”*