

Activity guide – Using the resources on the NCEA website to support course planning

Changes to NCEA

NCEA is changing so that it continues to be a valued and relevant qualification that reflects the needs of educators, students, whānau and employers. We're strengthening NCEA by making the following seven key changes.

The seven key changes

Make NCEA more accessible	✓
Mana ōrite mō te mātauranga Māori	✓
Have fewer, larger standards	+
Strengthen literacy and numeracy requirements	✓
Simplify NCEA's structure	
Show clearer pathways to further education and employment	✓
Keep NCEA Level 1 as an optional level	

KEY



Indicates where a change is a focus of these activities



Indicates where a change is explored within one of these activities

A note to curriculum leaders using this resource

- This resource is designed to support schools delivering New Zealand Curriculum NCEA subjects to support course planning aligned with the changes to NCEA.
- This is an optional resource to be used in the way that best meets the needs of your ākonga, department, school or kura.
- This resource can be used to support you to run a teacher-only day and as an ongoing resource to support course planning.
- Departments may choose to discuss content and activities prior to their teacher-only day. They can then use the teacher-only day to focus on in-depth planning for one of the aspects covered in the activities.



How to use this activity guide

The activities provide a starting point for course planning.

We suggest you work through the activities in order.

The time indicators are only estimates but it is likely that it will take at least seven hours to work through all the activities.

	Activity	Approx. time	Slide
1	NCEA course design	10 min	<u>Slide 5 - 6</u>
2	Using the new NCEA materials	60 min	<u>Slide 7 - 10</u>
3	Mātauranga Māori in NCEA Courses	60 min	<u>Slide 11 -13</u>
4	Drawing from NCEA course outlines	45 min	<u>Slide 14 -15</u>
5	NCEA Course design supporting pathways	45 min	<u>Slide 16 -17</u>
6	Making teaching and learning more accessible	120 min	<u>Slide 18 - 22</u>
7	Embedding literacy and numeracy into teaching and learning	90 min	<u>Slide 23 - 24</u>



NCEA course design

One of the key system shifts of the NCEA change programme is to balance learning and assessment so that NCEA courses can be centred on engaging learning experiences that open pathways to further education and employment.

Fewer, more meaningful assessments reduce assessment workload and open space for learning that responds to ākonga and whānau interests and aspirations and reflects local contexts.



NCEA course design

Activity

- Consider how this system shift aligns with the vision and values of your school or kura.
- What opportunities does more time on teaching and learning mean for your ākonga?
- What opportunities does this create for learning to reflect your local context?

An example to support your thinking:

Many schools have values that support excellence. This may have been previously defined by NCEA results.

Aligning the key shifts of the NCEA change programme may mean reflecting on how else the school can recognise and promote excellence through a range of learning experiences.



10 min

Using new NCEA materials

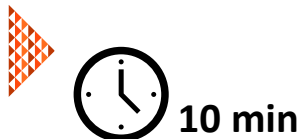
- starting with the National Curriculum

Courses of learning offering NCEA assessment are derived from our National Curriculum.

The National Curriculum is composed of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. Both set the direction for student learning and provide guidance for schools as they design and review their curriculum.

Activity

- **Reflect on how you currently use the curriculum to inform your course planning offering NCEA assessment.**
- **How are the vision and values of your school reflected in how you use the curriculum to inform your course planning?**



Using the new NCEA materials

The NCEA subject pages on the NCEA website are available to support you to design NCEA courses that:

- draw from the full breadth and depth of the *New Zealand Curriculum*,
- support ākonga to develop the skills and knowledge assessed by the NCEA achievement standards.

[NCEA | NCEA \(education.govt.nz\)](https://education.govt.nz/NCEA)

LEARNING TEACHING ASSESSMENT SUBJECT GLOSSARY

What the Subject is About

- » Explains the subject's broad context and direction of learning.
- » Unpacks, outlines the meaning of, and connection between, the Big Ideas and Significant Learning, which together form the Learning Matrix.
- » Includes connections to the Key Competencies and other subjects and learning areas.
- » Describes the capabilities and knowledge the subject develops to support future pathways for ākonga.



Using the new NCEA materials

Activity

Go to the your subject page on the NCEA website.

Under the learning tab of your subject page on NCEA, you will find an explanation of what the subject is about, the subject Big Ideas and Significant Learning.

Read through the learning tab and discuss how your current course(s) reflect this guidance.

What needs to be changed or developed?

[NCEA | NCEA \(education.govt.nz\)](https://education.govt.nz)

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25 min

Using new NCEA materials

The NCEA subject Learning Matrices include the Big Ideas and Significant Learning that inform course planning that offer NCEA assessments.

Activity

- **Explore the Big Ideas and Significant Learning in the Learning Matrix and the connection between them.**
- **Group the Significant Learning to start to form sequences of teaching and learning.**

Learning Matrix

- » Describes the learning that matters for the subject.
- » Contains the relevant Learning Area's whakataukī or whakatauakī, a subject's Big Ideas, and Significant Learning. *'Whakatauākī' is similar to a whakataukī, except that for whakatauākī the author, place of origin, and intended audience is known.*
- » Informs the learning that can be assessed by Achievement Standards.
- » Aims to include all the Significant Learning in a course, however, some learning will be explored in more depth than others.



25 min

Mātauranga Māori in NCEA courses

Mana ōrite mō te mātauranga Māori is a key change priority of the NCEA Change Programme.

Mātauranga Māori is part of our unique identity as a nation and is also beneficial to learners on a global scale.

- In particular, the change to achieve Mana ōrite mō te mātauranga Māori will improve outcomes for ākonga Māori by improving the responsiveness of teaching and assessment practices to Māori lived experiences, culture, language, and aspirations.
- By drawing on local stories, working with and gathering knowledge from local iwi, and by drawing on key Māori concepts and values such as kaitiakitanga, whanaungatanga, taonga tuku iho, for example.
- These concepts compliment, support and strengthen existing Key Competencies in *the New Zealand Curriculum*. For example, kaitiakitanga gives life and greater purpose to ‘Managing Self’.

Mātauranga Māori in NCEA courses

Inclusion of mātauranga Māori in appropriate subjects provides local and authentic context, as well as deepening each subject's existing knowledge base. Mātauranga Māori concepts are woven through the subject Learning Matrix and can be seen in subject Course Outlines.

Activity

In the Learning Matrix for your subject, identify the specific elements that explore mātauranga Māori.



10 min

“Implementing Mana ōrite mō te mātauranga Māori requires a collective effort across all levels of a school organisation with everyone fully committed to the kaupapa.”

(NCEA. Education Mana ōrite Toolkit)

Mātauranga Māori in NCEA courses

Activity

Looking at how you have grouped the Significant Learning, discuss the following questions:

- Explore the relationship of the mātauranga Māori concepts in the Learning Matrix to the nature of your subject as outlined in the Learning tab – how can you draw and build on these relationships throughout the sequences of learning?
- How will you plan for deliberate acts of teaching that enable ākonga authentic access to mātauranga Māori?
- Share strategies or teaching activities that you have used that enable access to mātauranga Māori.
- What reciprocal relationships or community, mana whenua or iwi connections do you or your school hold that may support you here?



50 min

There are additional resources to support your school to strengthen the teaching and learning of mātauranga Māori on the NCEA website. There is also an activity guide on the teacher-only days page to help you work through these resources as a department or school.

Drawing from NCEA Course Outlines

Under the teaching tab on the NCEA website you will find one or more Course Outlines for each subject.

[NCEA | NCEA \(education.govt.nz\)](https://education.govt.nz)

Activity

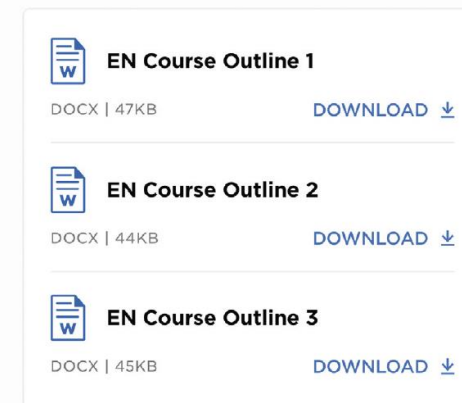
Look at a course outline:

- What could you adapt from the Course Outline(s) to use in your planning for your context and ākonga?
- On a year plan, start to position the Significant Learning groupings across four terms, and begin to form the sequence and structure of a year's course.
- The next slide contains some questions to consider as you start to form your course.

Language subjects have only one sample outline per level. Teachers are encouraged to look across at the outlines for other languages as many will include approaches, activities or contexts for learning that could be successfully adapted to a different language subject.



Sample Course Outlines



50 min

Drawing from NCEA Course Outlines

As you plan the year of teaching and learning, consider and discuss:

- The sequence of teaching and learning and how it will build on ākonga prior knowledge.
- How Significant Learning has been grouped to support ākonga to make connections between related concepts and create opportunities for deeper learning.
- The flow throughout the year and how it will maintain ākonga engagement.
- Identify where the learning could be enhanced through relevant whānau, community or industry connects, or local place-based learning.
- What connections can be made to places, spaces, people or activities locally, of personal relevance and interest to your ākonga? Who will you need to connect with to find out more?
- Consider where the opportunities for assessment sit.
- How does the teaching and learning you are designing align with your school vision and values?



NCEA course design supporting pathways

Clearer pathways to further education and employment is one of the seven changes to NCEA.

- Everyone is on a pathway, which includes interacting with the world of work. At school, ākonga develop knowledge and skills which will help them with their next steps after school.
- Teachers can help ākonga consider where what they learn in the subject can lead them by signalling pathways to further education and employment from their subject.
- Contextualised learning helps make learning programmes relevant for ākonga. It can improve the retention of ākonga in education, support them to make connections to the world of work and encourage them to progress to, and excel in, careers they are passionate about.
- Pathways guidance is included in the learning tab for each NCEA subject. This information aims to support you with your planning, teaching and pathways conversations with learners.

NCEA course design supporting pathways

Activity

Read through the Pathways guidance on the learning tab for your NCEA subject page.

When planning, consider how learning experiences are situated in real-world contexts with authentic opportunities for ākonga to use the skills and knowledge they are developing.

What could you add to your current course design to:

- situate learning experiences in real-world contexts more firmly?
- make more apparent the ways in which learning could be applied?
- enhance students' life *beyond* schooling?

Reflect on opportunities to:

- bring in or connect with experts in the local community,
- connect with or visit organisations where the subject skills and knowledge in the learning are required,
- make links with tertiary providers in your area and what they offer.



Making teaching and learning more accessible

Making NCEA more accessible is one of the seven changes to NCEA.

As you begin planning term, unit or lesson plans in detail, consider the pedagogical approaches you will use and how these can be more culturally sustaining and inclusive. Pedagogical approaches include the different ways to consider, design and deliver teaching and learning experiences.

The New Zealand Curriculum provides guidance on effective pedagogies:

- Teachers using the *2007 NZC* can refer to the Effective Pedagogy section on pages 34 – 36.
- Te Mātaiaho includes the [culturally-sustaining teaching and assessment](#) on pages 17 – 18.

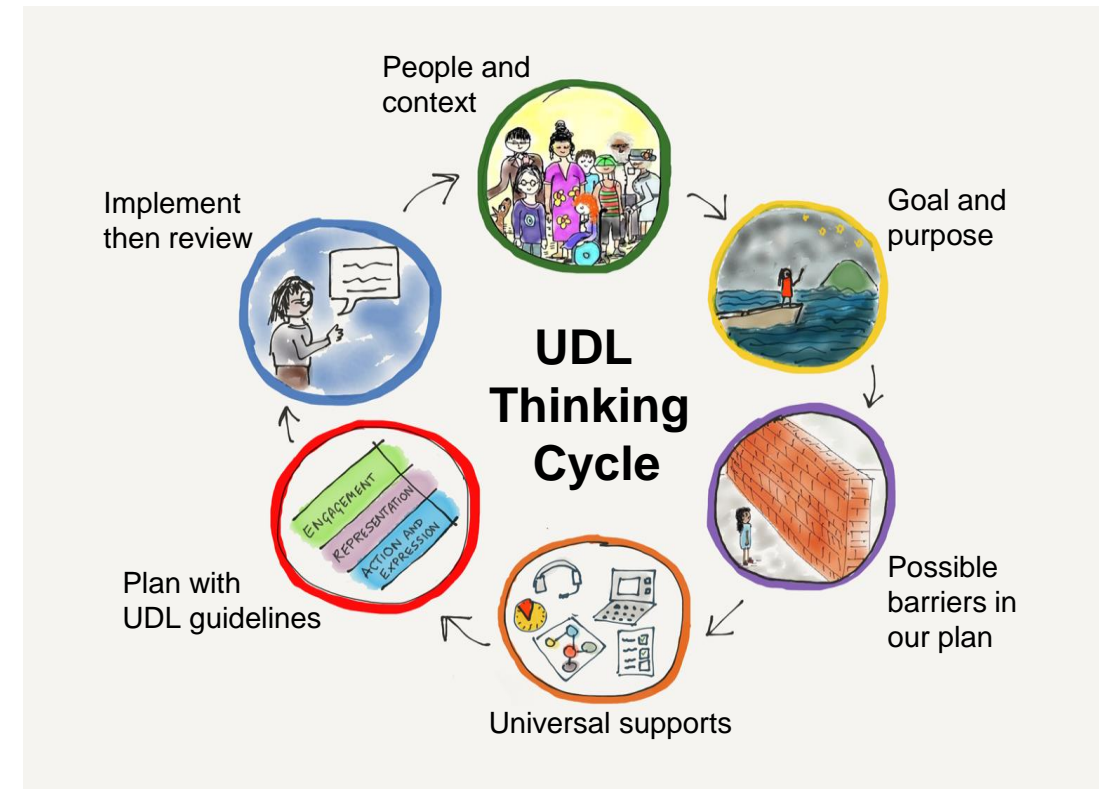
Making teaching and learning more accessible

- Universal Design for Learning

A key pedagogical resource to support you in inclusive and equitable course design is [Universal Design for Learning \(UDL\)](#)

Universal Design for Learning is a people-first design framework that guides the design of learning experiences to proactively meet the needs of each and every ākonga.

When we use UDL, we anticipate barriers to learning in the design of the environment, and plan in a range of useful supports, options and tools so each ākonga can select what works for them.



[Interactive version of the UDL Thinking Cycle](#)

Making teaching and learning more accessible

- Strengthen the equity and inclusion of a course outline



Activity

1. Select a draft course outline
2. Download a copy of “[Design and review a course outline with a UDL lens](#)”. The template will guide you to:
 1. Share your knowledge of the cohort of ākonga who may take this course.
 2. Reflect on your elevator pitch for this course: Will it resonate with ākonga?
 3. Review proposed activities, contexts or teaching approaches and discuss if they may create unnecessary barriers for ākonga.
 4. Brainstorm useful supports (e.g. time management or planning tools, glossaries, check-ins, collaborative approaches) that could be included in the course and made available to all ākonga.
3. Make adjustments to the course outline to strengthen equity and inclusion.
4. For further prompts, explore [Design considerations in NCEA assessments](#).



60 min

Design and review a course outline
Purpose: Strengthen the equity and inclusion of a c

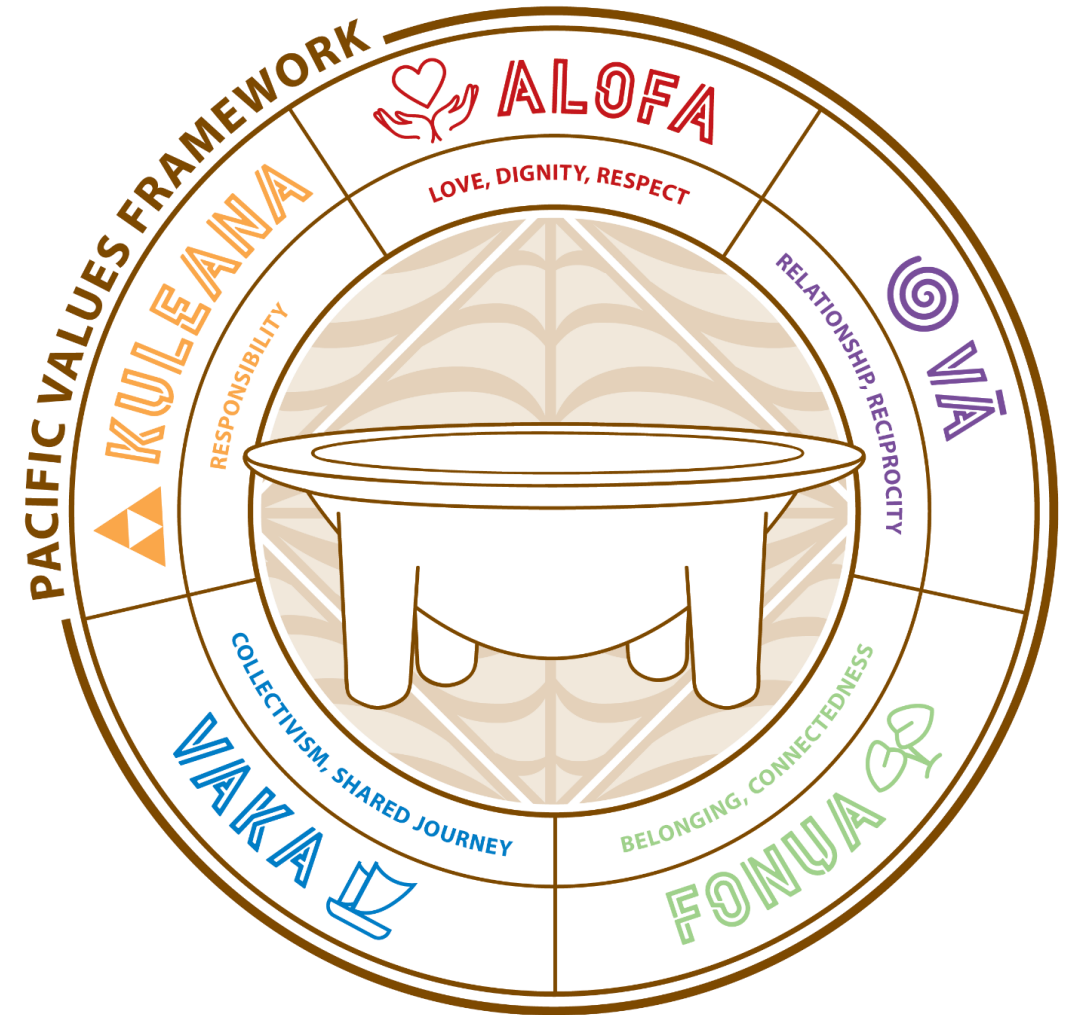
	Prompts
	<p>What do we know about the ākonga</p> <ul style="list-style-type: none">• What do we know about our ākonga• What do we know about specific• What do we know about prior lea• What community connections ar <p>What do we know about when this l</p>
	<p>What is the purpose and goal of thi</p> <ul style="list-style-type: none">• In what ways will this unit reson• How can ākonga be involved in
	<p>What in our design or the way we te</p> <p>discrimination or get in the way of l</p> <p>Think about possible barriers to:</p> <ul style="list-style-type: none">• engagement and motivation• accessing and understanding in• participating in learning and exp
	<p>What kinds of teaching approaches</p> <p>learning environment and offer to e</p> <ul style="list-style-type: none">• What options could we include ti• What 1:1 or differentiated appro <p>everyone?</p>
	<p>Draw on <u>your</u> thinking above to create</p> <p>course outline and/or unit plans.</p>

Making teaching and learning more accessible

- Pacific Values Framework

The Pacific Values Framework (PVF) is a resource for all teachers of Pacific learners in NCEA. It is designed to support teachers build their capability to design programmes of learning that are inclusive and relevant to Pacific learners and contexts.

The PVF comprises of five Pacific values. The values identified are not meant to be representative of the many values that are held within Pacific communities but rather highlight shared Pacific values as a starting point for discussions.



Approaches to teaching and learning

- Pacific Values Framework

Activity

Consider as a department or school:

- What pedagogical approaches do you currently use?
- What approaches are working well for Pacific learners? How do you know? What data supports this?

Look at your planning for next year. How could you incorporate one of the values described in the [Pacific Values Framework](#) into your teaching and learning?

For example, you could explore the value of Vā and the importance of building relationships within the classroom to support teaching and learning.

Starting with small steps can cumulatively lead to a big impact for your learners.



60 min

Embedding literacy and numeracy

Embedding literacy and numeracy into teaching and learning is a key part of the NCEA changes and *NZC* refresh. The teachers using refreshed learning areas from the *NZC* can use progress outcomes to identify the literacy and numeracy learning specific to their learning area.

The draft Common Practice Model is being released in Term 4, 2023. It will outline evidence-informed pedagogical approaches and practices to underpin teaching and learning of literacy & communication and maths across the curriculum. You can find more information about the Common Practice Model here: [Common Practice Model](#)

[Are you aware of the changes being made to how NCEA recognises literacy and numeracy in 2024 and 2025?](#)

Embedding literacy and numeracy

Activity

Consider how you will support teaching and learning of literacy and numeracy in your subject context:

- When planning learning programmes, how do you plan intentional opportunities to support the explicit teaching of literacy and numeracy?
- Consider how you can use the [Common Practice Model](#) pedagogical approaches and practices to support the teaching of literacy and numeracy in your learning area.
- Explore the [Effective Practices that Support Literacy](#) and [Effective Practices that Support Numeracy](#) to unpack how you can incorporate literacy and numeracy to further develop your practice in this area as you worked.



45 min

Embedding literacy and numeracy

Activity

Consider as a department or school:

- How do you currently support ākonga to develop their literacy and numeracy in subject contexts?
- What approaches are working well? For whom? How do you know? What data supports this?

Pick one of the following resources to focus on:

- [Effective Practices that Support Literacy](#)
- [Effective Practices that Support Numeracy](#)
- [Common Practice Model](#)

Look at your planning for next year. How could you incorporate one of the effective practices your teaching and learning?



45 min

Next steps

After completing these activities, your course planning for the year will be beginning to take shape. Considered course design underpins effective teaching, learning and assessment.

[Explaining the NCEA materials](#) will walk you through the assessment tab on the NCEA website.

You can reach out to the NCEA lead at your [regional office](#) for further support.

We are interested in your feedback. Your views can help develop additional resources. Email ncea.review.education.govt.nz with your feedback on this resource.



We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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