

Nau Mai Haere Mai

Review of Achievement Standards Reference Group

17 May 2019

Agenda and introductions

Rob Mill

AGENDA

Review of Achievement Standards (RAS) Reference Group (RG)

Date: 17 May 2019
Time: 10.00am – 4.00pm

Topic	Presenter	Allocated time
Coffee / Tea / morning tea on arrival		9.30am
Welcome <ul style="list-style-type: none"> • Mihi / Karakia • Housekeeping 	Jason Kora	10.00 am
Agenda and purpose of the day	Rob Mill	10.10am
Mihimihi / attendee introductions at tables <ul style="list-style-type: none"> • Top of mind reflections on NCEA change package 	Rob Mill	10.15am
Scene setting	Richard D'Ath	10.45am
NCEA Review Change Package Overview	Rob Mill Jason Kora	11.00am
Discussion and reflection – NCEA Change Package	Facilitated at tables	12.00pm
LUNCH	All	12.30pm (45)
Feedback to plenary from table discussions - NCEA Change Package	Rob Mill Jason Kora	1.15pm
The Review of Achievement Standards (RAS) mandate <ul style="list-style-type: none"> • Why we need to review the achievement standards • What we need to achieve this year – RAS 2019 	Rob Mill Jason Kora	1.45pm
Reference Group (RG) Terms of Reference <ul style="list-style-type: none"> • What is required of the RG? • RG - purpose and outcomes • RG – role and relationship with MoE • RAS ASTEC – role and relationship with the RG 	Rob Mill	2.15am
Fewer, larger standards – NCEA change #4	Terry Fenn	2.30pm
Discussion and Activity	Facilitated at tables	
WORKING AFTERNOON TEA		3.00pm
Framework development	Rob Mill	3.30pm
Actions Schedule of meetings	Rob Mill	3.40pm
Karakia whakamutunga	Jason	3.55pm

Kōrero

Mātauranga

Me kōrero tātou

NCEA Review

Scene setting

Richard D 'Ath

Kōrero Mātauranga
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What's happened so far



The National Certificates of Educational Achievement (NCEA) like all qualifications listed on the New Zealand Qualifications Framework, requires a regulatory review every five years.



Last year, we asked all New Zealanders to share their views and experiences of NCEA – the challenges, the successes, what they like, and what we can do better. We wanted to make sure that everyone's voice has been heard.



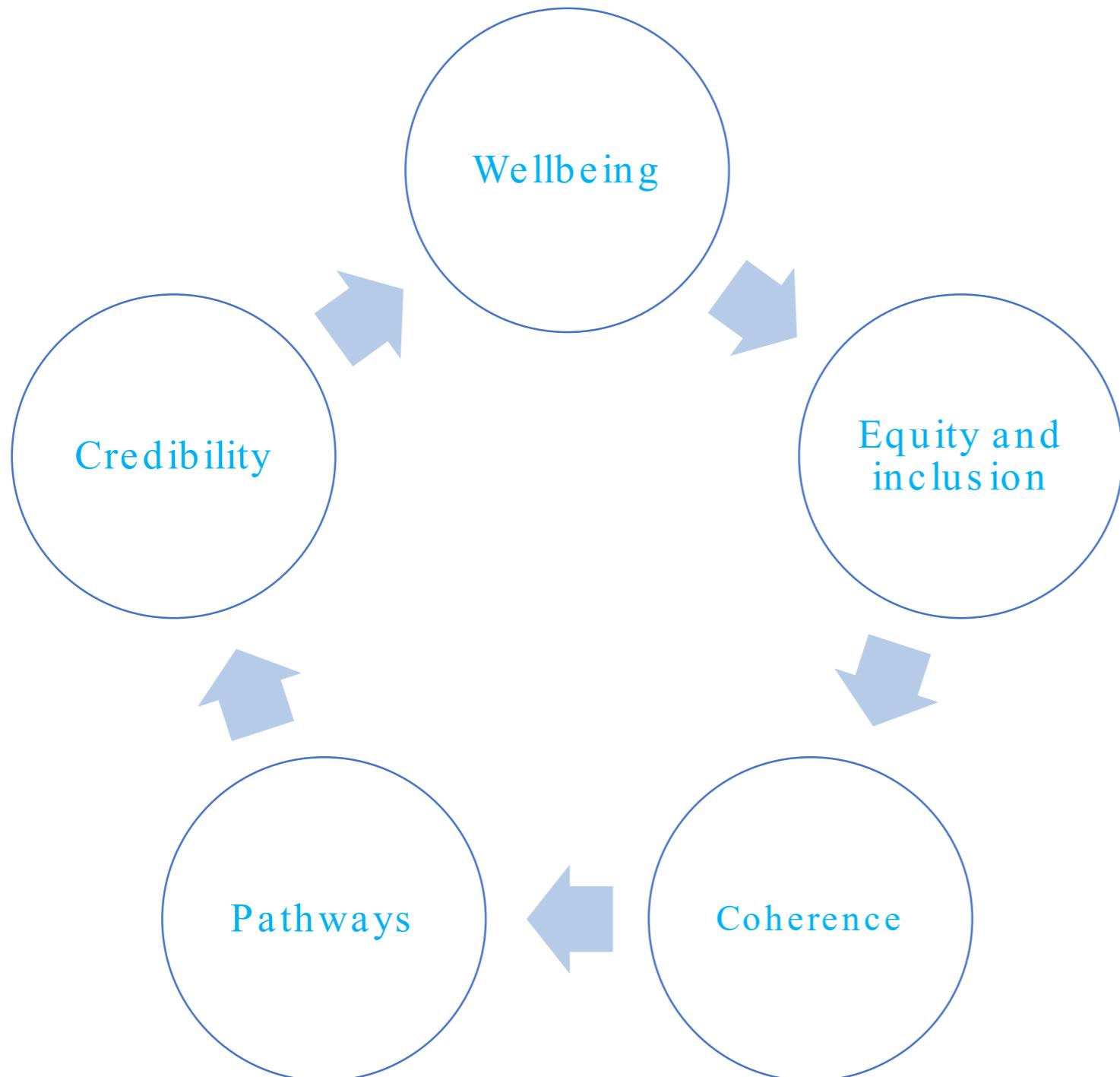
The feedback we received from across the country was phenomenal. With New Zealand's help, we discovered definite areas where NCEA could be strengthened. We also heard a diverse range of ideas what a more robust and cohesive NCEA might look like.



Using what we've heard, along with data and evidence, the Ministerial and Professional Advisory Groups and the Ministry of Education have come up with a set of changes for NCEA.

Over the next few months, we will be working with the education sector and other key stakeholders to determine what would be required to successfully implement the changes, and how we should design the detail of the changes to make them work in practice.

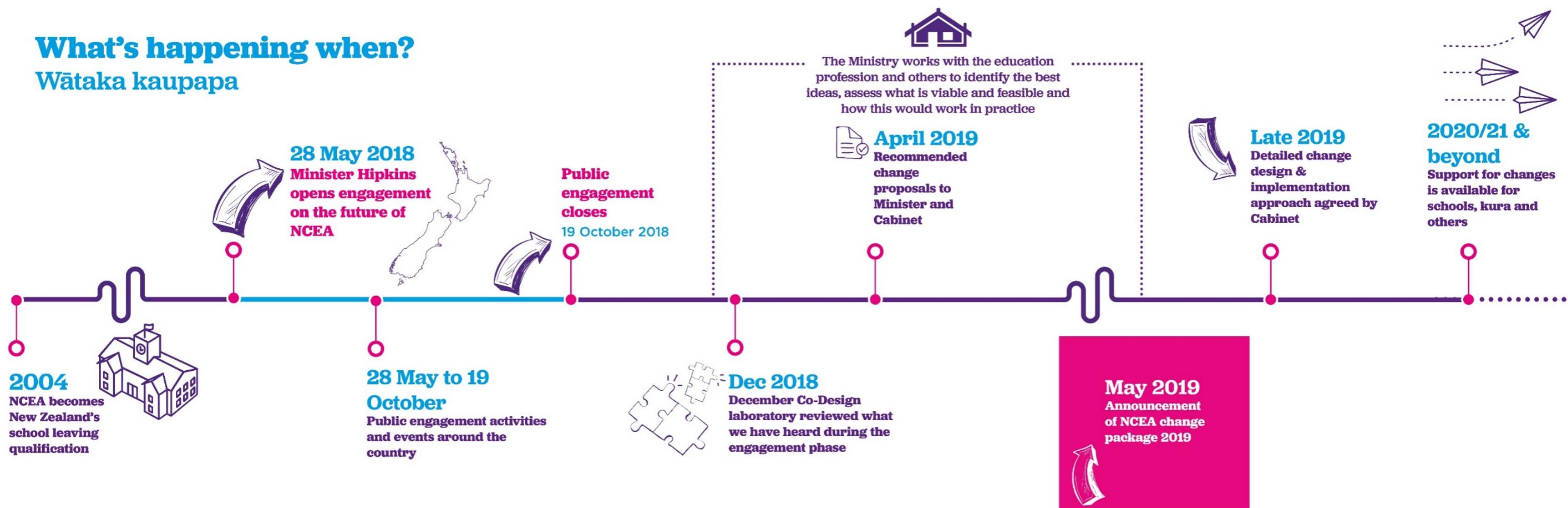
Principles of the Review



All of the changes to NCEA, which Cabinet have agreed in principle, were tested against these five guiding principles to ensure they will deliver the desired outcomes.

Timeline of the NCEA Review to date

What's happening when? Wātaka kaupapa



The next phase of the Review – design and implementation

The Ministry will work with the education sector and other key stakeholder groups to determine what would be required to successfully implement the changes, and how we should design the detail of the changes to make them work in practice.

This will also help us understand the impacts of change on individuals, schools, whānau and communities.

We need to understand what this looks like in your school and wider community.



Timeline for design and implementation



Announcements, collateral and key decisions

- **May 13** – Minister announces change package
 - Supporting collateral provided to regional offices and posted on the Education Conversation website
 - Key stakeholders briefed
 - National communications undertaken e.g. social media
- **By the end of May**
 - All secondary schools in New Zealand will receive a copy of the Overview document and supporting materials
- **November / December**
 - The Ministry is due to provide Cabinet with the final change package including **detailed implementation plan**.

Three focus areas for design and implementation

Focus one – Ensure stakeholders fully understand the change package and are preparing for change

Focus two – Undertake detailed design with targeted groups (ongoing into 2020 and beyond)

Focus three – gather the necessary insights from key groups to support the implementation

NCEA Review

Briefing on changes to NCEA

Rob Mill and Jason Kora

Change Package Overview

What are the changes to NCEA?

Our change package

Keep NCEA Level 1 as an optional level

We want to keep NCEA Level 1 as an optional level for those schools and communities that feel it would be of value for them. As part of our rebuild of NCEA standards, Level 1 will include a smaller number of standards and be refocused on a broad education. Some of these standards will enable wide exploration across a broad range of Learning Areas | Wahanga Ako.

Show clearer pathways to further education and employment

We will develop a Vocational Entrance (VE) Award for students to directly enter higher-level Vocational Education and Training (VET) and to build more coherent vocational pathways. We will rebuild the Record of Achievement (RoA) to make it clear what the student has achieved.

Simplify NCEA's structure

We will remove the ability to 'carry-over' 20 credits from a lower level NCEA, and make each Level of NCEA a 60 credit qualification. We will also introduce clear guidance on the number of credits that a student should enter each year.

Resubmissions will be limited to taking students from 'Not Achieved' to 'Achieved'.



Have fewer, larger standards

The review of achievement standards will reduce standards to 4 to 6 credits with around 20 credits per subject. The number of credits available will be balanced between internally and externally assessed standards. Industry-based standards will be strengthened by working in partnership with employers and industry bodies. This will ensure achievement standards can support vocational learning and be better aligned to NCEA and the National Curriculum.

Make NCEA more accessible

NCEA fees will be removed along with the redesign of achievement standards, to make NCEA accessible for all.

Where possible, Special Assessment Conditions (SAC) will be made available and easily accessible to anyone. Students with disabilities and students with learning support will be provided with equal opportunities to achieve.

Mana Ōrite mo te Mātauranga Māori

We want to ensure there is equal status for mātauranga Māori in NCEA, and that greater opportunities for students to follow mātauranga Māori pathways are available. We will work closely with Māori – in both Māori medium and English medium education and in the wider community, including iwi, hapū and whānau – to design what this looks like in practice.

Strengthen literacy and numeracy requirements

NCEA literacy and numeracy requirements will be replaced with a standardised benchmark which must be met to gain any level of NCEA.

Tools will be developed for teachers and tertiary educators to make good, valid judgements on literacy and numeracy, to assess students whenever they are ready. These standards will be assessed externally.

Current state of NCEA and how it will change

Current state	Change	Principle
<h2>1. Making NCEA more accessible</h2> <ul style="list-style-type: none">The design of NCEA can make it hard for some New Zealanders to access and achieve a qualificationStandards and assessment resources are not always accessible or inclusive	<ul style="list-style-type: none">All NCEA fees, including NZ scholarship fees will be removedAchievement standards are accessible and inclusive by design so that everyone has an equal opportunity to achieve, and the need to apply for a SAC is reducedWhere possible, some existing SACs available are available for anyoneApplication process for SAC is simplified	Equity & Inclusion Wellbeing

Current state of NCEA and how it will change

Current state	Change	Principle
2. Mana ūrite mo te mātauranga Māori		
<ul style="list-style-type: none"> • Lack of resourcing for Māori education – few teaching and learning guides, exemplars etc. • Ākonga don't always have their cultural knowledge recognised through the achievement standards, which is unfair • Kaiako and teachers lack the skills to adapt NCEA for ākonga 	<ul style="list-style-type: none"> • Te ao Māori and mātauranga Māori are built into the outcome statements as part of the new 'graduate profile' for NCEA and in the design of achievement standards • More and better assessment resources and teaching and learning guides for Māori education • New achievement standards to make sure that mātauranga Māori is acknowledged and credentialled by NCEA • Greater teacher capability around culturally inclusive NCEA 	<p>Equity and Inclusion</p> <p>Coherence</p> <p>Pathways</p>

Current state of NCEA and how it will change

Current state	Change	Principle
<h3>3. Strengthen literacy and numeracy requirements</h3> <p>Students can currently gain the 20 required NCEA literacy and numeracy credits from:</p> <ul style="list-style-type: none">• A list of over 700 ‘literacy- or numeracy-rich’ standards• 6 unit standards benchmarked to the Adult Progressions for Literacy and Numeracy• 3 ‘English for Academic purposes’ unit standards	<ul style="list-style-type: none">• New external standards developed, set to a consistent benchmark• Achieving 20 credits from these standards is a requirement of awarding NCEA Levels 1, 2 or 3• The 20 credit literacy and numeracy requirement does not contribute towards the 60 credits needed for each level of NCEA (it’s a co-requisite)• Students will be able to meet the standard whenever they are ready, which may be as early as year 7	Coherence Credibility

Current state of NCEA and how it will change

Current state	Change	Principle
<p>4. Have fewer, larger standards</p> <ul style="list-style-type: none"> Learning in NCEA has become increasingly fragmented and NCEA courses can often lack coherence Originally, each subject had 24 credits, but over time this has increased. Many subjects have far more credits available than are needed to make up a course, and it can be hard to identify what learning to focus on The sheer number of assessment events per year leads to an unmanageable workload for both students and teachers Some see the trend to fewer external credits (from approximately 50% of recorded results, to as low as 30%) as undermining the credibility of NCEA and creating gaps in learning 	<ul style="list-style-type: none"> The standards in each subject are rebuilt so there are fewer of them, but each covers a broader range of knowledge and skills Each standard is worth between 4-6 credits, with a maximum of around 20 credits per subject The number of credits available from internally and externally assessed standards (not necessarily exams, but may be portfolios, performances or reports) is rebalanced. Aiming for a 50:50 split, with some exceptions. When creating courses, schools will still have freedom of choice and will not be required to use specific standards, but the intention is to reverse the current overall trend away from external assessment Where appropriate, different sources of knowledge are reflected in the standards and associated materials Students will be able to get course endorsement for ‘Achieved’ grades and all registered courses will have a brief course description which outlines the focus and content of the course Vocational education and training in NCEA will be strengthened 	<p>Coherence</p> <p>Wellbeing</p> <p>Credibility</p>



Current state of NCEA and how it will change

Current state	Change	Principle
<h2>5. Simplify NCEA's structure</h2> <ul style="list-style-type: none">• Many New Zealanders find NCEA hard to understand• Each level of NCEA requires 80 credits, but students are able to ‘carry over’ 20 credits from a lower level of NCEA• In some schools, assessment workload is unmanageable	<ul style="list-style-type: none">• The ‘carry-over’ of 20 credits from a lower level NCEA is gone. This makes each Level of NCEA a 60 credit qualification• There is clear guidance on how many credits a student should enter each year; 120 credits at level 1 and 2, and 100 credits at level 3• Resubmissions are only offered to take a student from ‘Not Achieved’ to ‘Achieved’	Wellbeing Coherence

Current state of NCEA and how it will change

Current state	Change	Principle
6. Show clearer pathways to further education and employment	<ul style="list-style-type: none">• Students don't always get access to quality pathways, or the information needed to make good decisions about their future• Students often take subject pathways which are too narrow• The purpose of each level of NCEA and the record of achievement are not easy to understand	<ul style="list-style-type: none">• A clear 'graduate profile' is developed for each level of NCEA which describes what a student awarded the qualification is able to do and know• A Vocational Entrance award is established (similar to UE)• The record of achievement is rebuilt to more clearly show what a student knows and can do, including course endorsement at achieved, merit and excellence and a series of course descriptions
	<ul style="list-style-type: none">• The Vocational Pathways are enhanced, to improve their effectiveness as a navigation and planning tool	Pathways Coherence



Current state of NCEA and how it will change

Current state	Change	Principle
<h2>7. Keep NCEA Level 1 as an optional level</h2> <p>Schools are wondering about whether or not to keep NCEA level 1.</p> <ul style="list-style-type: none">Many students, schools, and communities value level 1 for a variety of reasons and for around 10%, it will be their highest qualificationOther schools have chosen to remove Level 1 to allow teachers to focus more on teaching and less on assessment	<ul style="list-style-type: none">We want to keep NCEA Level 1 for schools who wish to continue to use this qualificationOthers are free to adopt alternative approaches to Year 11, in a way that best meets the needs of their studentsAs part of our rebuild of NCEA standards, Level 1 is refocused on a broad education across a wide range of Learning Areas	Coherence Wellbeing

Kōrero

Mātauranga

Me kōrero tātou

NCEA Review

Discussion and reflection

NCEA Change Package

What are your initial thoughts on design and implementation requirements?

NB: Do not include #4 *Fewer, larger standards*
(we will focus on this later)

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Kōrero

Mātauranga

Me kōrero tātou

NCEA Review

Lunch break

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Mātauranga

Me kōrero tātou

NCEA Review

NCEA Change Package table discussion

- Feedback to plenary

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NCEA Review

Review of Achievement Standards (RAS)

Rob Mill and Jason Kora

Kōrero Mātauranga
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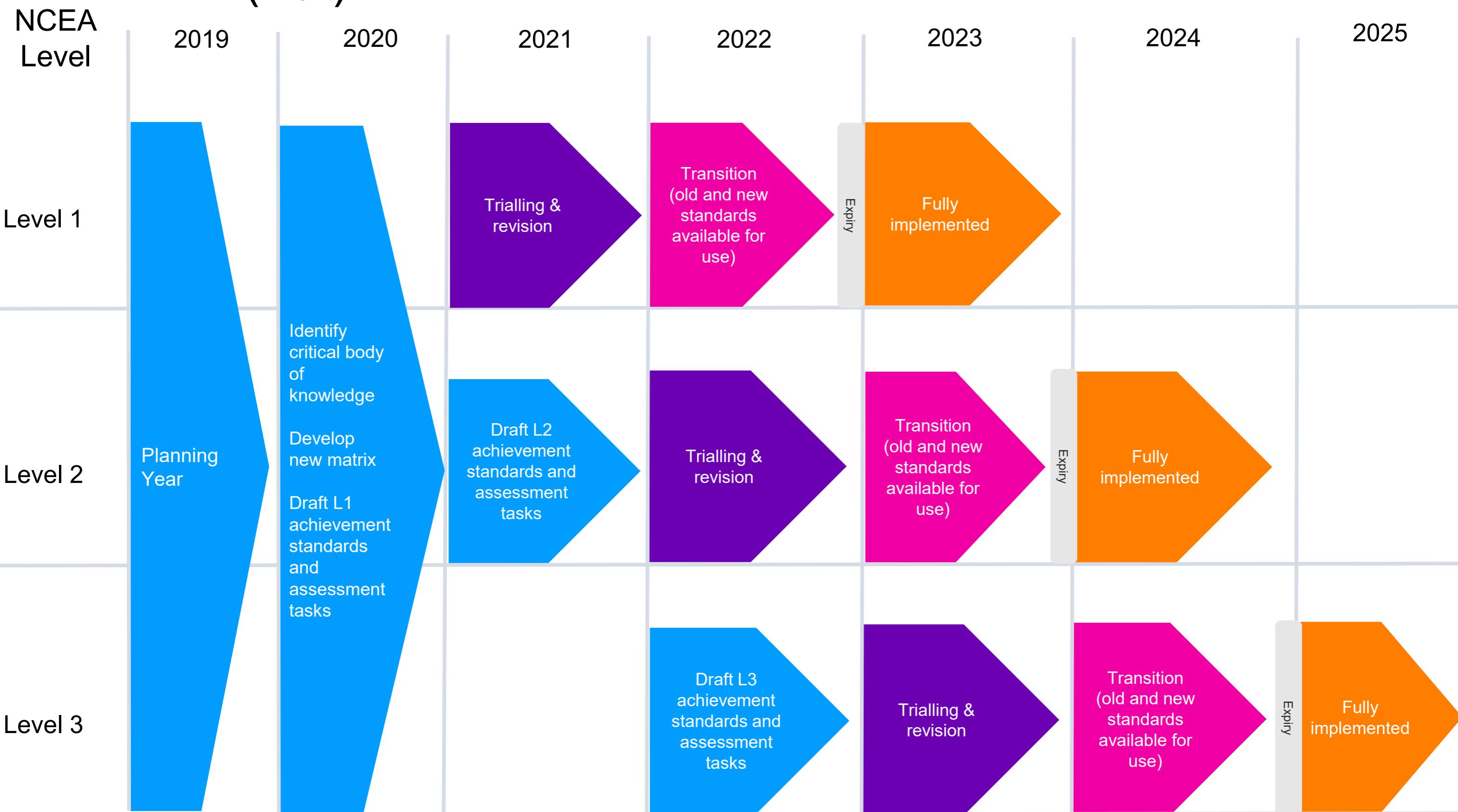
Review of Achievement Standards

(commencing in 2020)

- We need to review all achievement standards derived from the National Curriculum – both the New Zealand Curriculum and Te Marautanga o Aotearoa.
- Most standards have not been systematically reviewed for five years or more.
- We will be reviewing:
 - All subject matrices
 - All achievement standards
 - All assessment resources, TLGs and exemplars
- We will be expanding supports to include three assessment tasks and additional exemplars for each reviewed standard.
- This is an opportunity to action the outcomes of the NCEA Review that relate to achievement standards and resources.

Review of Achievement Standards Timeline

(Draft)



2019 – planning phase

- the Ministry are conducting planning throughout 2019 to commence the formal review in 2020.
- with support from key stakeholders, we will undertake the outstanding policy and design work resulting in a detailed framework and model to be enacted from 2020.
- this will include developing a quality assurance process and criteria across all components of the review for use by the Ministry and NZQA.

Kōrero

Mātauranga

Me kōrero tātou

NCEA Review

Review of Achievement Standards

Reference Group Terms of Reference

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RAS Reference Group

- The Reference Group for the RAS has been established for the 2019 planning phase.
- This group is made up of subject association representatives and curriculum experts from across both the New Zealand Curriculum and Te Marautanga o Aotearoa. It includes representatives of Māori-medium education in dedicated settings and Māori language in English-medium schools, NZQA and PPTA.
- The perspectives of other standards setters eg Industry Training Organisations will be included at specific points during the review and in the writing process
- Achievement standard setting will not be done in isolation from unit standard setting insofar as it impacts on the design and delivery of those for schooling contexts
- The Reference Group will operate through smaller groups to discuss and test the ideas and approach presented by the Ministry.
- Their function will be to advise the Ministry on the detailed design and implementation of the RAS processes.

Achievement standards technical evaluation committee (ASTEC)

- The ASTEC has been established to provide advice and support to the Ministry as we develop the operating model, underlying principles and framework for the Review of Achievement Standards (RAS).
- ASTEC will provide advice and feedback on a range of policy and design topics provided by the Ministry.
- This advice will need to be aligned to the outcomes of the NCEA Review.
- The Ministry will consider ASTEC's advice as we develop detailed planning for the design of the formal review process starting in 2020.

NCEA Change #4 Fewer, larger standards

Discussion and activity

At your tables, discuss :

What could fewer, larger standards look like for you?

Framework Development

Rob Mill



Framework development

- We will be creating a detailed framework setting out the parameters, rules and guidance for the subject teams working on the review from 2020.
- As we design aspects of the framework, we will present them to the Reference Group for feedback and advice.

Elements of the framework to be confirmed

Process for determining the key body of knowledge to assess

The format and content of the Teaching and Learning Guides

Achieved, Merit, Excellence terminologies and taxonomies

Design of the Achievement Standards

The basis for determining credit values of Achievement Standards

The range of assessment methods for external assessments

Content and range of items in the Assessment Resource package

Review of Achievement Standards Reference Group

Wrap up
Next meeting
27 June