



# Review of Achievement Standards Reference Group

## Key messages from meeting 12 December 2019

The Ministry of Education convened a fourth meeting of the Review of Achievement Standards (RAS) Reference Group in Wellington on 12 December with 60+ attendees, including teachers, principals and representatives from subjects associations and PPTA. The purpose of this group is to test the products and processes to inform the Ministry's design and implementation of the RAS Operating Framework. The Reference Group includes wāhanga ako leads who will work to serve the needs of ākonga Māori across dedicated settings (Nga-Kura-a-Iwi and Te Runanga Nui kura) and the variety of English-medium settings where ākonga Māori are enrolled (including Māori language immersion and Māori education settings).

In this meeting the ministry shared a summary of the trial and pilot evaluation report and learned about the process the Science Subject Expert Group (SEG) engaged in to develop the draft Level One Science products. Participants were also updated on the process for setting up new SEGs for The New Zealand Curriculum derived standards, and the parallel process for standards derived from Te Marautanga o Aotearoa (TMOA). There was also discussion on the Ministry's ongoing work with NZQA to develop a list of external assessment options, and gave feedback on the vision and draft purpose and outcome statements for NCEA levels 1-3.

### Trial and Pilot Evaluation report

The evaluation report for the Trial and Pilots phase 1 has provided invaluable learning for the Ministry and NZQA in effective processes to develop the curriculum thinking (Big Ideas and Significant Learning), achievement standards and assessment resources required for the RAS. This includes topics such as: SEG establishment, training days, face to face and online meetings, process and logistics and product development. The report will guide our planning for the full RAS next year and will feed into two key documents:

The Assessment Package Guidebook, for writers and quality assurers of NCEA assessing materials.

The RAS Framework: a high level, public facing document describing the parameters of the RAS, including the strategic intent and guiding principles for the full implementation of the review in 2020.

### SEGs 2020

Subject expert groups are being established to support the Ministry and to provide expert advice relating to the development of new Achievement Standards and assessment resources. All work performed by the group will be subject to the relevant Cabinet and Ministry of Education policy decisions, particularly the changes agreed by Cabinet as part of the NCEA Review Change Package.



We have followed a stringent selection process to ensure that diverse views are involved in our SEGs. We are committed ensuring that Māori and Pacific voices are included in the SEGs, as well as perspectives from tertiary and industry. NZQA assessment expertise will also be provided to the groups as required, ideally during the drafting of the Assessment Matrix.

We received over 1000 Expressions of Interest from a range of high calibre applicants and have been able to fill most of the SEG positions. However we have advertised for a [second round of Expressions of Interest](#) to help us ensure that we have given everyone a chance who might be interested, and to ensure that we have the right diversity of members, particularly Māori and Pacific representation. These applications are now open till 31 January 2020.

### Ākonga Māori Team

The Ministry's Ākonga Māori team, led by Jason Kora, are working to ensure RAS products are Inclusive for ākonga Māori in Kura Auraki (English Medium) settings. They are also working to ensure that RAS products are suitable for Māori Medium settings, alongside unique Te Marautanga o Aotearoa (TMoA) derived standards.

The team are working to review wāhanga ako in a parallel process to the RAS. The indicative timeline for the TMoA development establishes SEGs for the first wāhanga ako in February 2020 and a second and third group of SEGs in April and June. Task design and sector feedback follows this later in the year with a feedback review of level one products and planning in December for level two engagement and development.

This mahi has been underpinned by visits to kura with high uptake of TMoA standards, reports for each wāhanga ako to analyse usage and determine priorities for new development, exploring curriculum wide assessment opportunities and advice from experts in mātauranga Māori and Te Marautanga o Aotearoa.

### Science Trial

Phase One of the Science trial is now completed. The Level 1 Science Learning Matrix, draft Assessment Matrix, four Achievement Standards, External Assessment Briefs and possible activities for Internally Assessed Standards, are available for sector feedback until 1 March 2020. This feedback will inform the further refinement/redevelopment of these products during the second phase of the trial (Feb to April 2020).

During this second phase, the Science SEG will develop three Internal Assessment Activities in detail and refine the External Assessment briefs, whilst preparing for the NZQA review and the in-school trialling of the new Level 1 Science achievement standards in 2021.

To incorporate *Mana ōrite mō te mātauranga Māori* in Science, the SEG developed their pre-existing understanding of the relationship between te ao Māori and Science through academic articles and papers and advice and input from Ministry Ākonga Māori advisors, and experts such as Pauline Waiti (NCEA MAG, TMoA panel Pūtaiao lead and CPA Research Group member). This work, and that of the Pilot SEGs, exemplifies the course for future SEGs on how the relationship between their Learning



How *Mana ōrite mō te mātauranga Māori* can be explored and how *Mana ōrite mō te mātauranga Māori* might be reflected in their NCEA products.

TE TĀHUHU O TE MĀTAURANGA

Trial and Pilot products are available for sector feedback [here](#).



### External assessment options

The Trial and Pilot SEGs have considered how best to assess the significant learning. The assessment matrices identify internal and external assessment modes for each of the four standards. The Ministry is working with NZQA to explore non-exam external assessment methods. Drawing from this work, and that of the Trial and Pilot SEGs we will be able to provide next year's SEGs with a list of possible external assessment options to consider as they develop standards in the main RAS.

### NCEA Vision

Cabinet has agreed in-principle to a focus for each level of NCEA in which NCEA Level 1 provides a broad education, underpinned by foundation, exploration of a range of disciplines and robust literacy and numeracy. NCEA Levels 2 and 3 would then focus on promoting more specialisation and deepening disciplinary knowledge and skills, underpinned by increasingly sophisticated social and emotional skills and capabilities, and readiness to further education or the world of work.

Participants were also invited to give feedback on draft NCEA purpose and outcome statements. These can be found on pages 20 and 21 of the [NCEA Change Package](#).

### Further meetings

There will be up to two meetings in 2020, the dates will be shared early next year.