

NCEA Review

Understanding the changes to NCEA

Karakia

Whakataka te hau ki te uru

Get ready for the westerly

Whakataka te hau ki te tonga

and be prepared for the southerly

Kia mākinakina ki uta

It will be icy cold inland,

Kia mātaratara ki tai

and icy cold on the shore.

E hī ake ana te atakura

May the dawn rise red-tipped on ice,

He tio, he huka, he hau hū

on snow, on frost.

Tīhei mauri ora!

Sneeze of life, call to claim the right

to speak!

Kōrero

Mātauranga

NCEA Review

Health and safety

What's happening tonight

- Brief overview of NCEA Review
- Quick refresher on 'standards'
- Presentation of changes 1 and 2
- 1-2 questions, followed by a table discussion
- Presentation of changes 3 and 4
- 1-2 questions, followed by a table discussion
- Presentation of changes 5, 6 & 7
- 1-2 questions, followed by a table discussion
- Wrap up



What's happened so far



- NCEA requires a regulatory review every five years.
- Last year, we asked all New Zealanders three things:



1. What they liked about NCEA
2. What wasn't working
3. What would they do to make NCEA better?



- With New Zealand's help, we discovered definite areas where NCEA could be strengthened. Over 16,000 people engaged with us.
- 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.



Making shifts to strengthen NCEA

The status quo

Wellbeing

Excessive NCEA workload for students and those who teach them – constant assessment and excessive credit counts.



Inclusion and equity

NCEA often excludes learners' identities, cultures and aspirations from the assessment process; Māori are insufficiently supported to achieve success as Māori – whether in kura auraki or kura Māori.



Coherence

NCEA often breaks up learning – making it hard to identify and connect up the most important learning.



Pathways

Some young people – particularly Māori and Pacific learners, and those on vocational paths – are denied access to empowering pathways to succeed in life.



Credibility

It's hard to understand what a young person with an NCEA is capable of – and not all New Zealanders believe that NCEA graduates are ready for the world.



Our desired future state

Fewer, more meaningful assessments reduce volume and open up space for curriculum-first learning.

Reflecting learners' identities through their NCEA is accessible for all teachers and ākonga, with support and resourcing to ground learning in mātauranga Māori available across all settings.

NCEA drives a focus on the most important learning in each discipline.

Diverse pathways are available in every school and well supported; harmful practices like undervaluing vocational learning or racial streaming are removed.

Everyone understands NCEA, and has confidence what it signifies about a student's education and readiness to success in work, study and life.

Achievement standard vs Unit standard

Achievement standards

Come from the National Curriculum e.g. English, Te Reo or Science

Example: An English standard could be writing a letter, analysing a text, making a film, or giving a speech

Can be internal or externally marked

Used by schools/kura and some tertiary education organisations

Not Achieved, Achieved, Merit, Excellence

Unit standards

Vocational or workplace-based, owned and administered by industry standards setting bodies

Example: A Hospitality unit standard could be 'Provide food service to the table'.

All internally marked

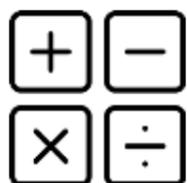
Used by schools, tertiary education providers and in workplace settings

Achieved, Not Achieved

How do schools use standards?

Ministry of Education

Develop **achievement standards** which assess skills and knowledge from the National Curriculum



Maths and Statistics

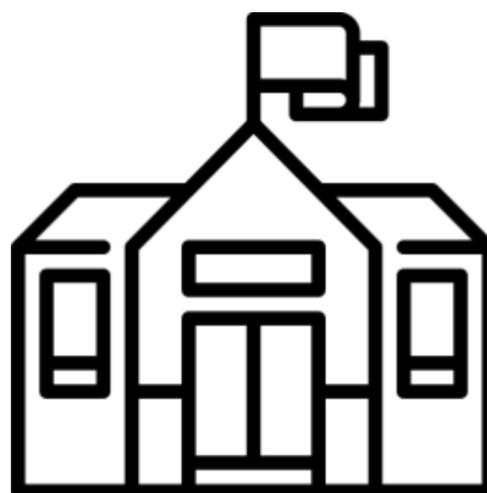
AS	AS
AS	AS
AS	AS



Te Reo Māori

AS	AS
AS	AS
AS	AS

Schools and Kura



Create courses using mainly achievement standards

...but also unit standards

Standard setting bodies

Develop **unit standards** which assess skills, knowledge, and capabilities for their industries



Hospitality

US	US
US	US
US	US



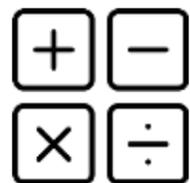
Building and Construction

US	US
US	US
US	US

How do tertiary education organisations use standards?

Ministry of Education

Develop **achievement standards** which assess skills and knowledge from the National Curriculum



Maths and Statistics

AS	AS
AS	AS
AS	AS



Te Reo Māori

AS	AS
AS	AS
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Foundation tertiary education organisations



Create courses using mainly unit standards. Some TEOs also use achievement standards.

Standard setting bodies

Develop **unit standards** which assess skills, knowledge, and capabilities for their industries



Hospitality

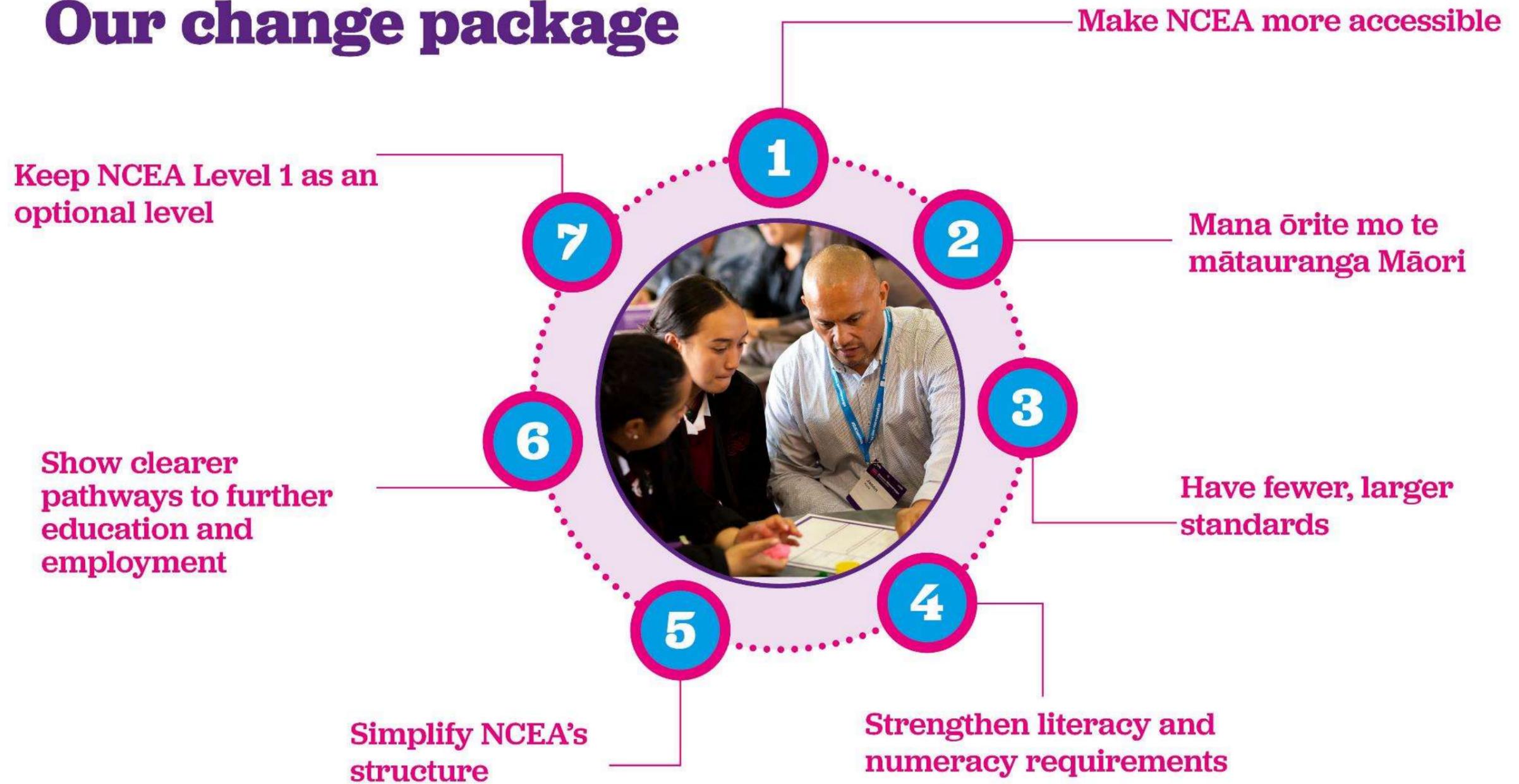
US	US
US	US
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Building and Construction

US	US
US	US
US	US

Our change package



Make NCEA more accessible

Aligned with principles: Equity & Inclusion, Wellbeing

- NCEA fees will be removed from this year (including scholarship)
- Where possible, Special Assessment Conditions (SAC) will be made available and easily accessible to anyone. Students with disabilities and learning support needs will be provided with equal opportunities to achieve.
- The application process for more specialised SAC is simplified
- Achievement standards will be accessible and inclusive by design so that everyone has an equal opportunity to achieve, and the need to apply for a SAC is reduced.

Mana ōrite mō te mātauranga Māori

Aligned with principles: Equity & Inclusion, Coherence, Pathways

- We want to ensure there is equal status, support and resourcing for mātauranga Māori in NCEA, and that greater opportunities for students to follow mātauranga Māori pathways are available.
- 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
- We will develop new Achievement Standards and assessment resources derived from Te Marautanga o Aotearoa
- 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.

Questions?
(1 or 2)



Group discussion:

What do we need to do to make this change work for you?

(use the same coloured post-it note as your name badge)

Got a Trade? Got it Made! - Speedmeets

- Interested in finding out about opportunities about the trades and services industries in your region?
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Currently, 40% of Level 2 NCEA graduates are not sufficiently literate or numerate*.

* Alignment of literacy and numeracy measures – TEC report 2014.

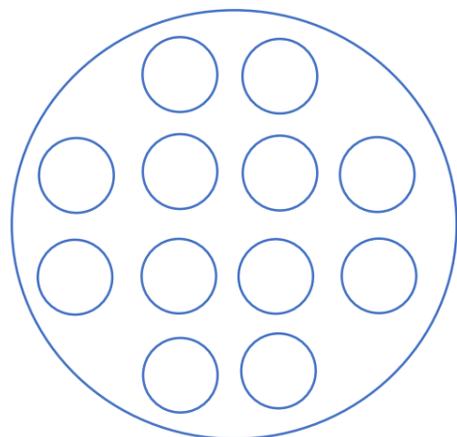
Strengthen literacy and numeracy requirements

Aligned with principles: Coherence, Credibility

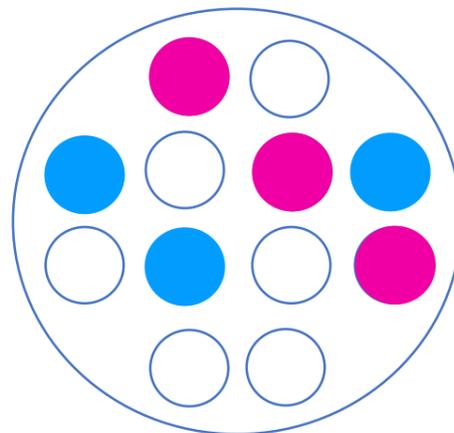
- NCEA literacy and numeracy requirements will be replaced with a package of new external standards (10 credits for literacy, 10 for numeracy), set to a standardised benchmark which must be met to gain any level of NCEA.
- The 20 credit literacy and numeracy requirement does not contribute towards the 60 credits needed for each level of NCEA (it's a co-requisite)
- It has been proposed that students will be able to meet the standard whenever they are ready, which may be as early as year 7, however we want to hear from you if this is the right level.
- Existing tools will be used to help teachers make good, valid judgement on literacy and numeracy, to assess students whenever they are ready. These standards will be assessed externally.

How learning can become fragmented

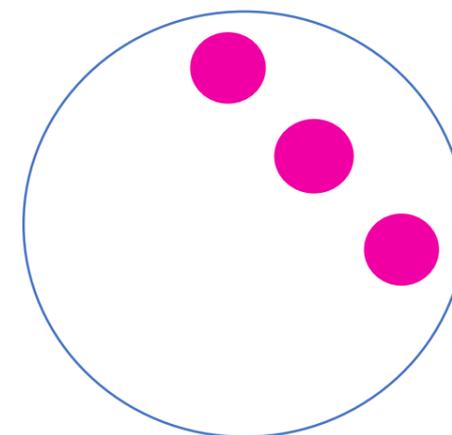
English



School chooses



Fragmented learning



Student chooses

Have fewer, larger standards

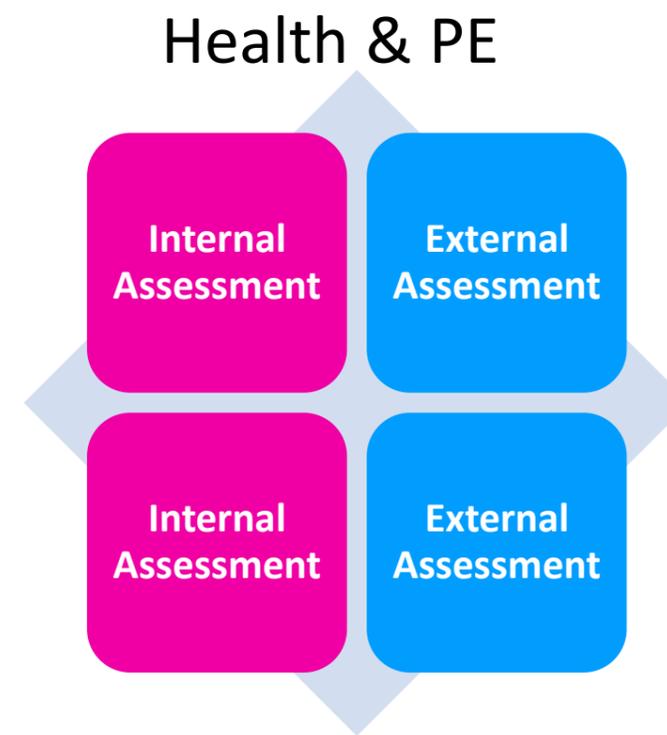
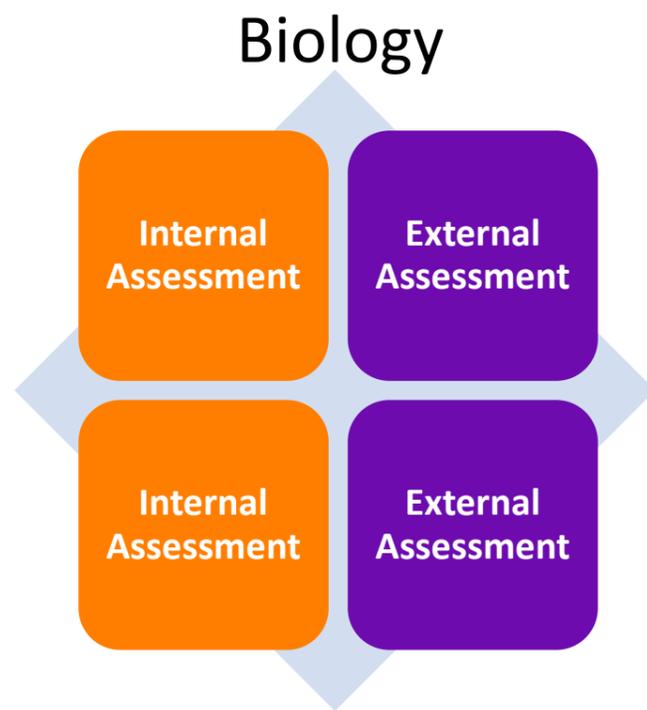
Aligned with principles: Coherence, Credibility, Wellbeing

The standards in each subject are rebuilt so there are fewer of them, but each covers a broader range of knowledge and skills:

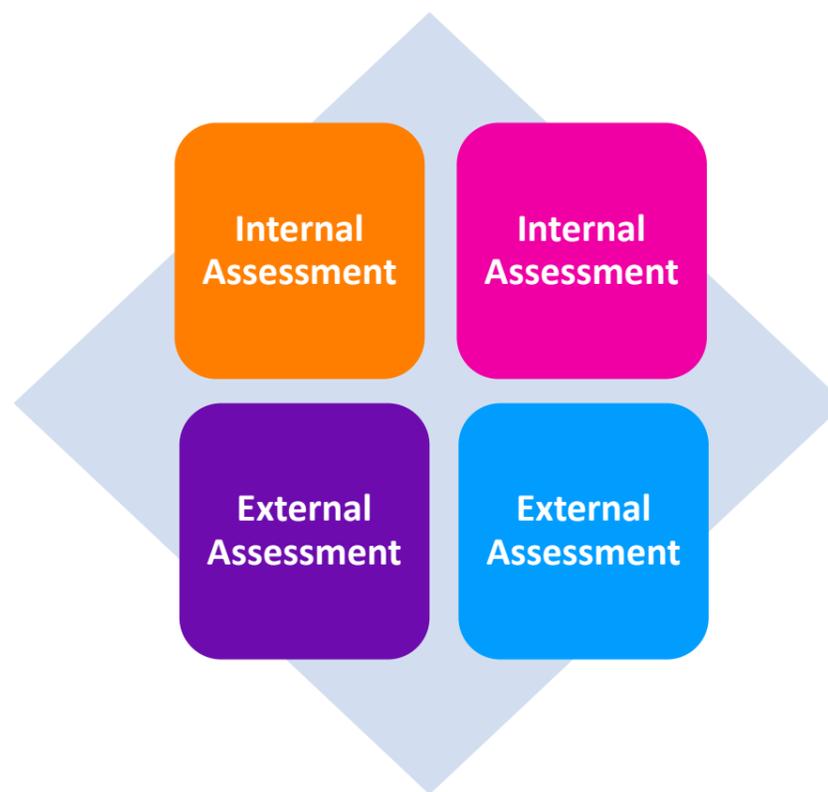
- Each standard worth between 4 to 6 credits with around 20 credits per subject.
- The number of credits **available** from internally and externally assessed standards (not necessarily exams) rebalanced to a 50:50 split, with some exceptions.
- When creating courses, schools and Tertiary Education Organisations will still have freedom of choice and will **not be required** to use specific standards

The Review of Achievement Standards (RAS) will deliver most of this.

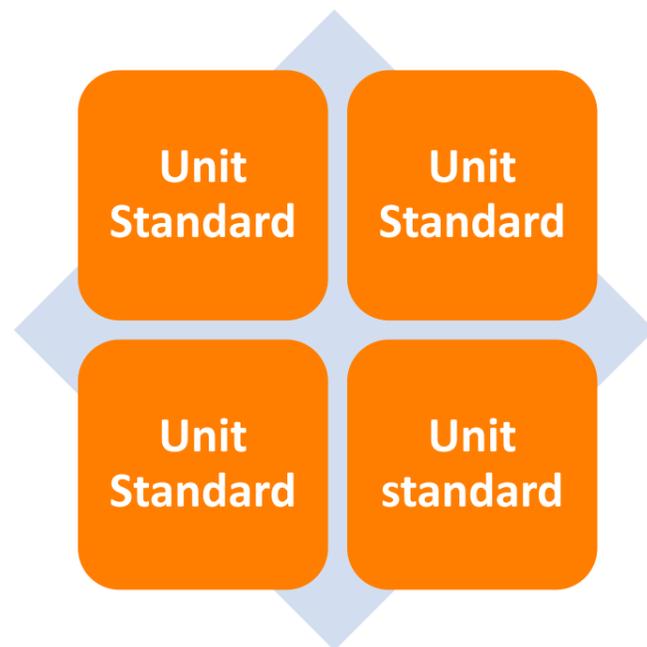
Can schools still offer integrated courses?



Integrated course
e.g. Sport Science



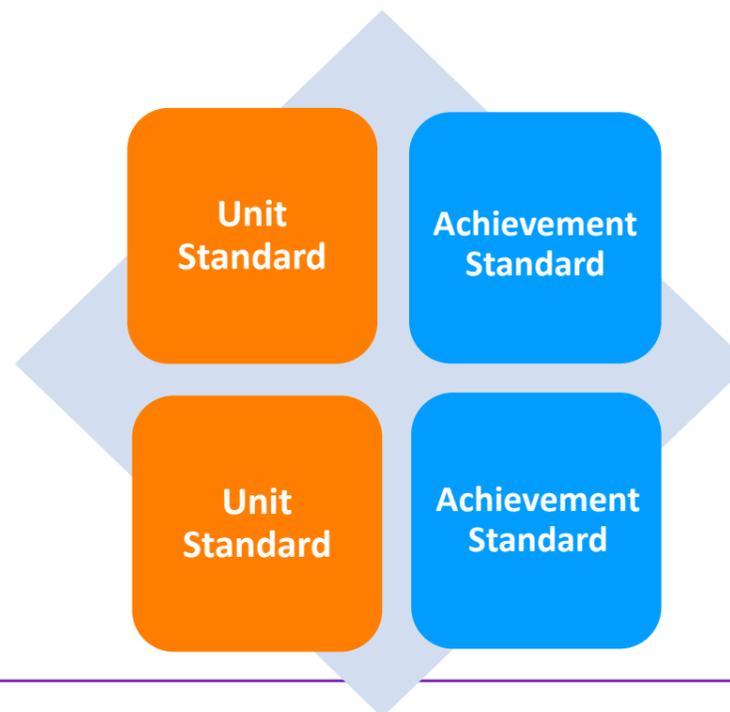
Motor Industry



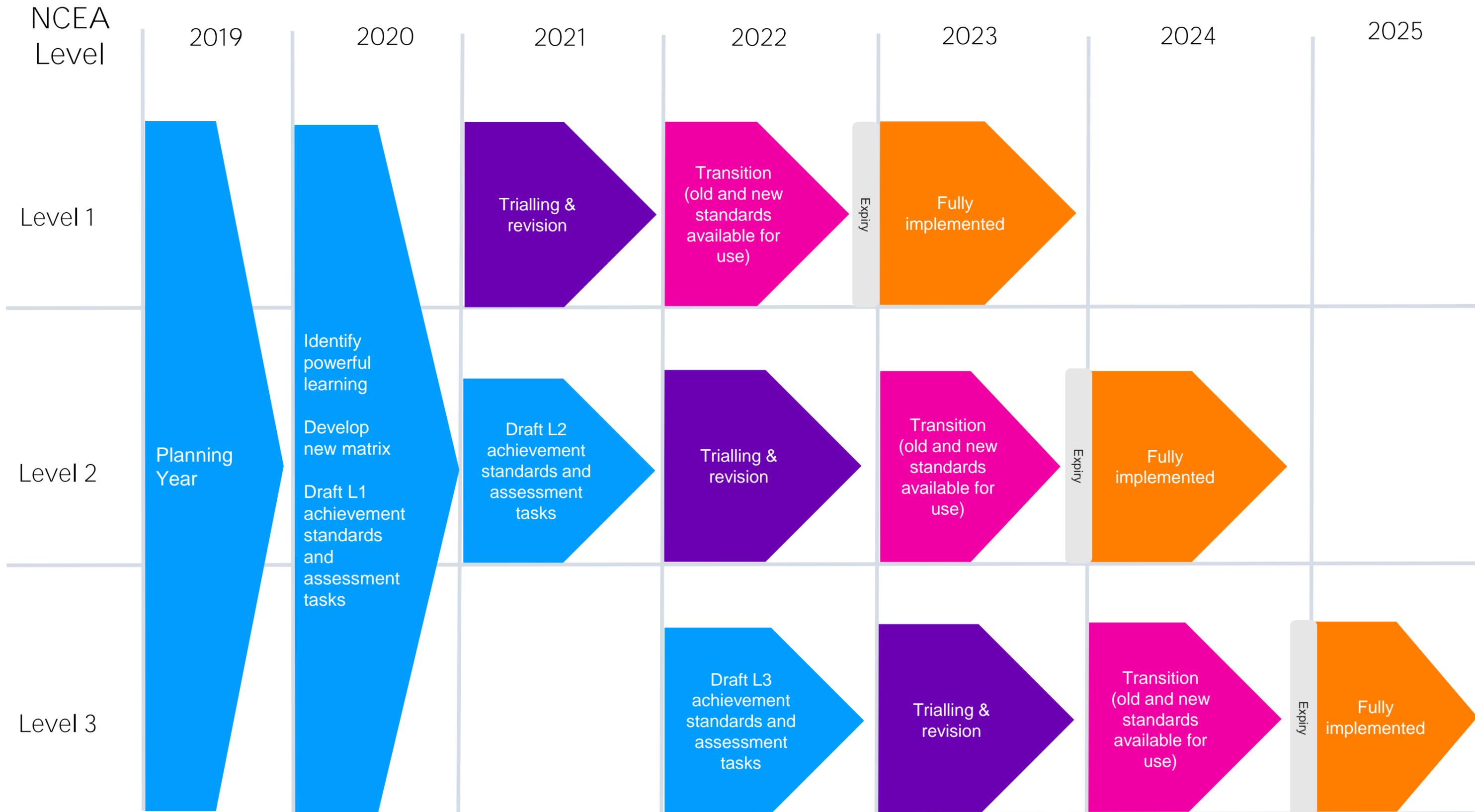
Physics



Integrated course e.g. Automotive Engineering



Review of Achievement Standards timeline (Indicative)



Questions?
(1 or 2)



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Simplify NCEA's structure

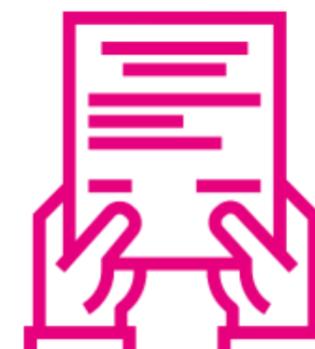
Aligned with principles: Coherence, Wellbeing

- 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: 120 credits at level 1 and 2, and 100 credits at level 3.
- Resubmissions will be limited to taking students from 'Not Achieved' to 'Achieved'.

Show clearer pathways to further education and employment

Aligned with principles: Coherence, Pathways

- Develop Vocational Entrance (VE) Award
- Strengthen industry-derived standards
- Develop a clear 'graduate profile' for each level of NCEA
- Re-design Record of Achievement (RoA) to make it clear what the student has achieved, including adding course endorsements for 'Achieved' grades
- Enhance Vocational Pathways to improve effectiveness as a navigation and planning tool



Prime Minister's Vocational Excellence Award



Why?

- Our Prime Minister is launching this award to:
 - celebrate students' success in vocational learning
 - lift the status of vocational education
 - inspire students to plan their subject choices carefully so that they can lead into careers that suit their skills and abilities.

How?

- Secondary schools now have the opportunity to apply for a grant of \$2,000 for their top vocational student.
- We're encouraging secondary schools to apply as soon as they can and include this Award in their 2019 prize-giving ceremony.

What does the Reform of Vocational Education mean for secondary school learners?

- Opportunities for schools to be better linked into the vocational education system and the world of work
- Vocational learners in school to have clearer and more direct pathways into vocational education in the workplace and the tertiary system.
- You will begin to see changes from 2020, but many of the changes will be phased in over the next few years.

What does the RoVE mean for secondary schools?

- Schools should continue to support students as they study vocational learning options (such as STAR, Gateway and Trades Academies) and to work with local partners, including polytechnics, industry organisations and employers.
- Alongside the reforms the Ministry is going to review how we fund secondary-tertiary learning arrangements, with a view to:
 - increasing access to secondary-tertiary learning opportunities and
 - to address inequities and disincentives in the current system.

Keep NCEA Level 1 as an optional level

Aligned with principles: Coherence, Wellbeing

- We want to keep NCEA Level 1 for schools who wish to continue to use this qualification.
- Others are free to adopt alternative approaches to Year 11, in a way that best meets the needs of their students
- We will rebuild Level 1 as a broad foundational qualification with re-shaped standards which enable wide exploration across a broad range of Learning Areas | Wāhanga Ako.

Questions?
(1 or 2)



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The next phase – design & implementation

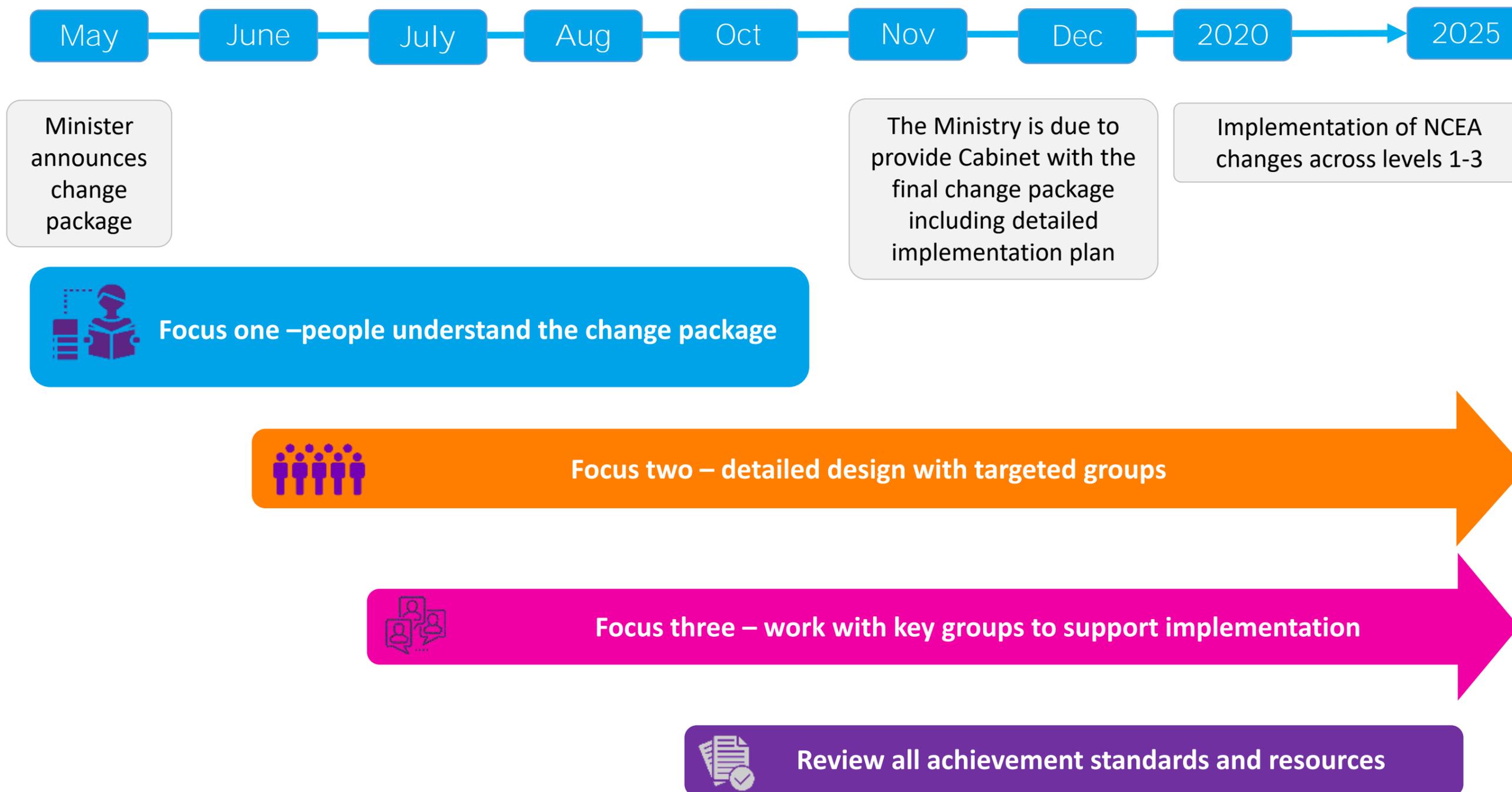
The Ministry will work with the people and communities to determine what would be required to successfully implement the changes, and how we should design the detail of the changes to make them work in practice.

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



Stay involved

Your feedback will help us design the changes to NCEA so they work in practice.

Complete a quick survey online at:

consultation.education.govt.nz/ncea/change-survey-2019

Grab a toolbox as you leave.

Information is also online at conversation.education.govt.nz/ncea

Further questions email ncea.review@education.govt.nz

