

Leading National Assessment

Seminar Handbook 2021

February/March 2021

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REFERENCES

- ADKAR templates: <https://online.visual-paradigm.com/cn/knowledge/project-management/adkar-guide-for-project-management/>
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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Dear Colleagues

2021 Leading National Assessment Seminar

I warmly invite you to the *Leading National Assessment Seminar 2021*.

We have been through a lot of change in recent times and more is on its way. Did your school/kura thrive or survive through the disruptions we experienced in 2020?

The theme of this year's seminar is to consider future assessment through the lens of change management in your school/kura. The focus is on supporting student/ākonga achievement through sound assessment practice, meaningful pathways and valid evidence gathering opportunities.

We trust that the seminar will provide information, guidance and resources that may assist you in your role in leading the assessment changes planned for 2021 and beyond. You will have the opportunity to draw on and share the expertise of group participants and NZQA facilitators. In addition, it will enable you to meet staff/kaiako from other schools/kura and serves as a valuable means of developing collegial support for one another.

NZQA is very appreciative of the work you do and wishes you and your school/kura community well for 2021.

Warmest regards,

A handwritten signature in black ink, appearing to read 'Kay Wilson'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Kay Wilson
Manager
School Quality Assurance and Liaison

Overview

Session 1 aims to:

- provide the opportunity to explore and discuss the future of assessment
- consider possible responses to upcoming changes in the context of your school/kura

Session 2 aims to:

- consider the effects of the Review of Assessment Standards (RAS) on your school/kura assessment practice
- highlight the 2021 changes to resubmissions and course endorsement to enhance student/ākonga learning outcomes

Whakatauki



Titiro whakamuri, kōkiri whakamua

Look back and reflect so you can see forward

Focus Questions

1. Where do you want to be in 5 years?
2. Where are you now?
3. How do you get there?

Activity 1: Continuum “2020 - the best year of my life!”



On the continuum, click the radio button, which best represents where you were professionally and/or personally in 2020.

Professionally



Worst

Neither good nor bad

Best

Personally



Worst

Neither good nor bad

Best

Activity 1: 2020 Plus, Minus, Interesting

Plus

Minus

Interesting

What will national assessment look like in the near future and beyond?



Activity 2. Postcard from the Future



Use the template on the next page to write a postcard to yourself on what achievement and assessment looks like from the future. You might consider:

- What will be the same?
- What will/might have changed?
- What current challenges will be behind you?
- What opportunities will your vision of the future present?

A postcard template. On the right side, there is a small blue virus-like character with a white face and a white mask. Below the character are three horizontal lines for writing. A vertical line runs down the left side of the postcard, separating the address area from the message area.

Activity 2: Planner

Things for your school/kura to consider going forward...

What will be the same?



Projections/predictions?



Challenges/Issues behind you?



Obstacles/Opportunities ahead?



Response to Change

A Reflection

Do Now!

Reflect on the viewpoints below and record your thoughts in the textbox.

- A) *"With any change, we know there will be a decline in productivity and an increase in resistance."*
Prosci founder and ADKAR model developer, Jeff Hiatt,
- B) *"Everyone thinks of changing the world, but no-one thinks of changing himself."*
Russian novelist and political/social commentator, Leo Tolstoy



Jeff Hiatt explains a typical emotional response to change is to do nothing, so energy is retained for things we want to do. It is normal to experience a decline in productivity and/or an increase in resistance.



How well is my school/kura positioned for the upcoming changes to assessment?



School/kura leaders can choose to take a planned **proactive** or **reactive** approach to change. Taking either a proactive or reactive approach influences your change focus. Managing *'what, when, why, how'* changes occur, enables you to capitalise on the flexibility of NCEA. There is no single, or right way, to respond. This depends on your context.

A proactive response means controlling a situation by making things happen or by preparing for possible future problems i.e. managing your response. Resistance is less when people are on board with the idea but have the hard work of developing the plan.

A reactive response means making changes in response to other shifts i.e. wait and see. Resistance increases where it's someone else's plan but usually there is a plan to follow or adapt.

Now is an opportunity for schools/kura to be as prepared as possible to manage these upcoming changes to assessment. NZQA's role is to support you to make the changes needed.

If we do not support and equip the transitional steps, the future state will look nothing like the future we envisioned.

Think, Pair, Share

Optional

1. As a leader of assessment in your school/kura, wearing your professional hat, how will you respond?
2. Is this any different from how you would respond personally?
3. How might you bridge any gaps between the two?

Sample Scenarios

A. A school/kura considers whether or not to offer NCEA Level 1.

Approach? Pros and cons?



B. A school/kura considers whether or not to fully engage in digital exams.

Approach? Pros and cons?



Activity 3: Your school/kura scenario

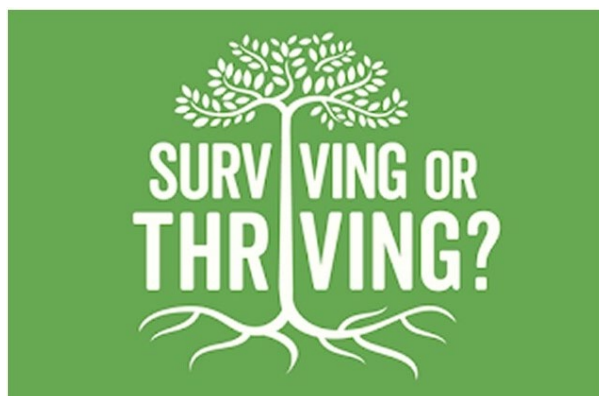
Identify a change relevant to your school/kura context and reflect on the following questions: (see next page for response template)

- What is the nature of the change?
- Why is change needed?
- What is the risk of not changing?
- Which parts should we not change?
- What is your school/kura leadership prepared to do?
- With whom do you need to engage?

Identify which approach, *proactive*, or *reactive*, is:

- more likely?
- the best approach?

Is there any mismatch between *more likely* and *best*?



Activity 3: Response Template

What change might/will your school/kura need to implement?

What is the most likely approach your school/kura leadership will take to manage this change? **Proactive** **Reactive**

What is the nature of the change?



Why is change needed?



What is the risk of not changing?



Which parts should we not change?



What is your school/kura leadership prepared to do?



With whom do you need to engage?



Tools to Support Change Management

Change Management Model: ADKAR



In our work with schools/kura we have found that school/kura leaders are often willing to make changes to practice to provide the best opportunities for students’/ākonga learning and assessment needs. However, leaders need the **knowledge** to make the decisions and changes that they want/need to make.

A key success factor for any change is **sponsorship**. Sponsorship involves actively and visibly **participating** throughout the project, **building** a coalition of sponsorship with peers and managers, and **communicating** directly with stakeholders.

Successful Change Requires Effective Sponsorship

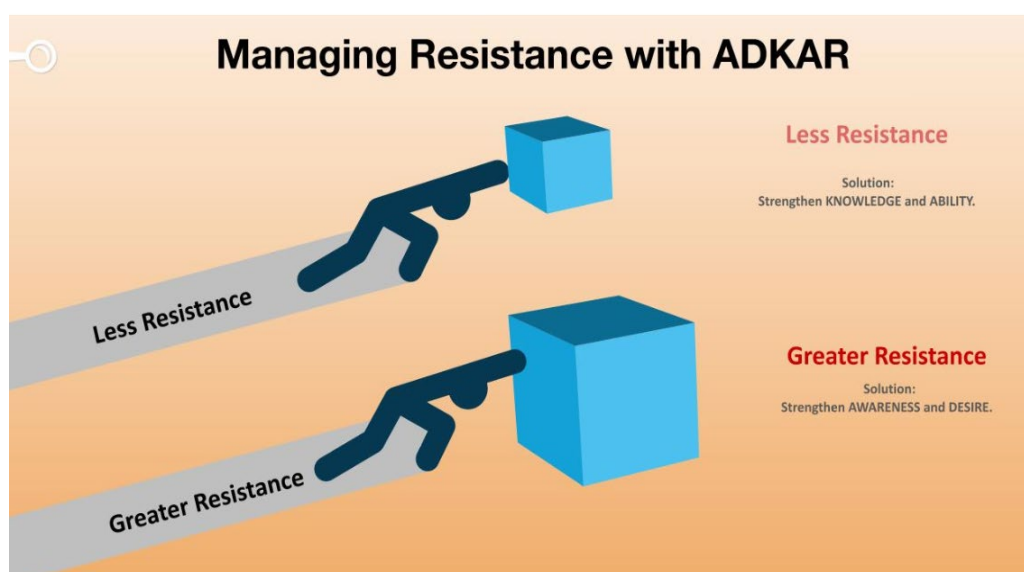


The authority for much of the current change to assessment comes from Government and is mandatory. As with any change, to get staff/kaiako on board, school/kura leaders need to show that the change is important by promoting it and demonstrating that they value it.

A problem with change imposed from outside is that the change may not be supported internally and will manifest as resistance.

There is a difference in how resistance will manifest in any given situation and different approaches to managing it. The ADKAR model suggests:

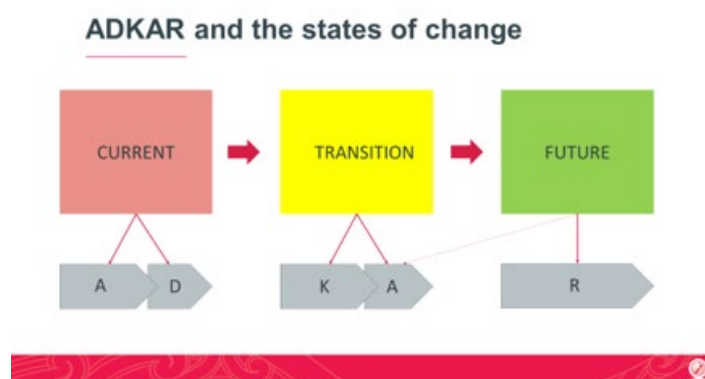
- greater resistance means putting more input into creating **Awareness** and **Desire**
- less resistance means putting more input into building **Knowledge** and **Ability**



ADKAR and the States of Change

Change is a process.

ADKAR uses a process-oriented approach to drive successful change in the workplace.





Change creates opportunities and possibilities for progress and improvement.

“Every success story is a tale of constant adaption, revision and change.”

Sir Richard Branson

Change is hard at first,
messy in the middle and
gorgeous at the end.

- Robin Sharma



The process of transitioning through the change will be experienced differently in each school/kura. William Bridge's model¹ below illustrates changes to productivity over time as people in an organisation adapt psychologically to a change.

William Bridge's Transition Model



1. William Bridge is an American author, speaker and organisational consultant specialising in change management.

Activity 4: Looking back on 2020

In managing any significant change, the challenge for school/kura leadership is to overcome objections and resistance, and support and engage students/ākonga and teachers/kaiako, so they accept the change and develop the knowledge, skills and reinforcement activity to ultimately embed it.



In pairs, share a change your school/kura went through in 2020.

1. Describe any change in 2020 managed or introduced by your school/kura.
2. Highlight your school's approach – was it *proactive* or *reactive*?
3. Discuss the range of emotional reactions encountered?
 - a. How does Bridge's model make sense in your context?
 - b. How was your experience similar or different?
4. Who **sponsored** this change and did this enhance or hinder the process?
5. Discuss how you used any/all of the following ADKAR principles to promote, develop and embed the change:
 - **Awareness**
 - **Desire**
 - **Knowledge**
 - **Ability**
 - **Reinforcement**
6. Evaluate the success factors, or otherwise, of this change journey.

NCEA Change Package



The Key Changes

The Minister of Education has announced the NCEA Change Package to strengthen NCEA for all our young people. The intent of the NCEA Change Package is to make our senior secondary qualification more robust, consistent, inclusive and accessible for students/ākongā of all abilities and backgrounds.

The seven changes are:

1. [Make NCEA more accessible](#)
2. [Mana ōrite mō te mātauranga Māori](#)
3. [Strengthen literacy and numeracy requirements](#)
4. [Have fewer, larger standards](#)
5. [Simplify NCEA's structure](#)
6. [Show clearer pathways to further education and employment](#)
7. [Keep NCEA Level 1 as an optional level](#)



Foundation of Student/Ākonga Achievement

Three-Legged Stool Analogy

In terms of NZQA's core business, there are three key aspects underpinning student/ākonga achievement.




This analogy conveys the idea that all three legs are needed to ensure full opportunity for students/ākonga to achieve. As school/kura leaders, you prioritise the importance of each of the legs.



- How relevant is this analogy to your situation?
- What is the risk of focusing on only one or two legs?

Response:

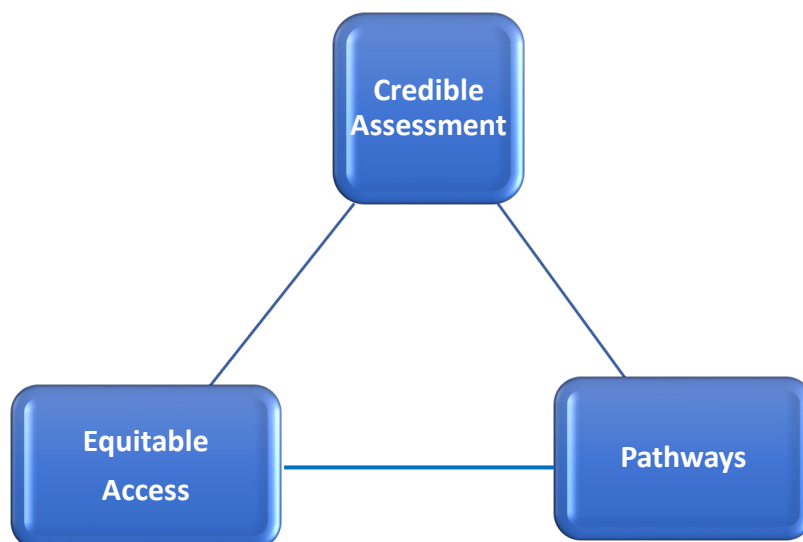


Activity 5: Unpack the opportunities in the RAS

In terms of the RAS, we will unpack each of these aspects and then consider the RAS within the context of your school/kura.





Considering your school/kura context, discuss and write down all the questions you might have for each of the three aspects.
(Record responses pg. 20)



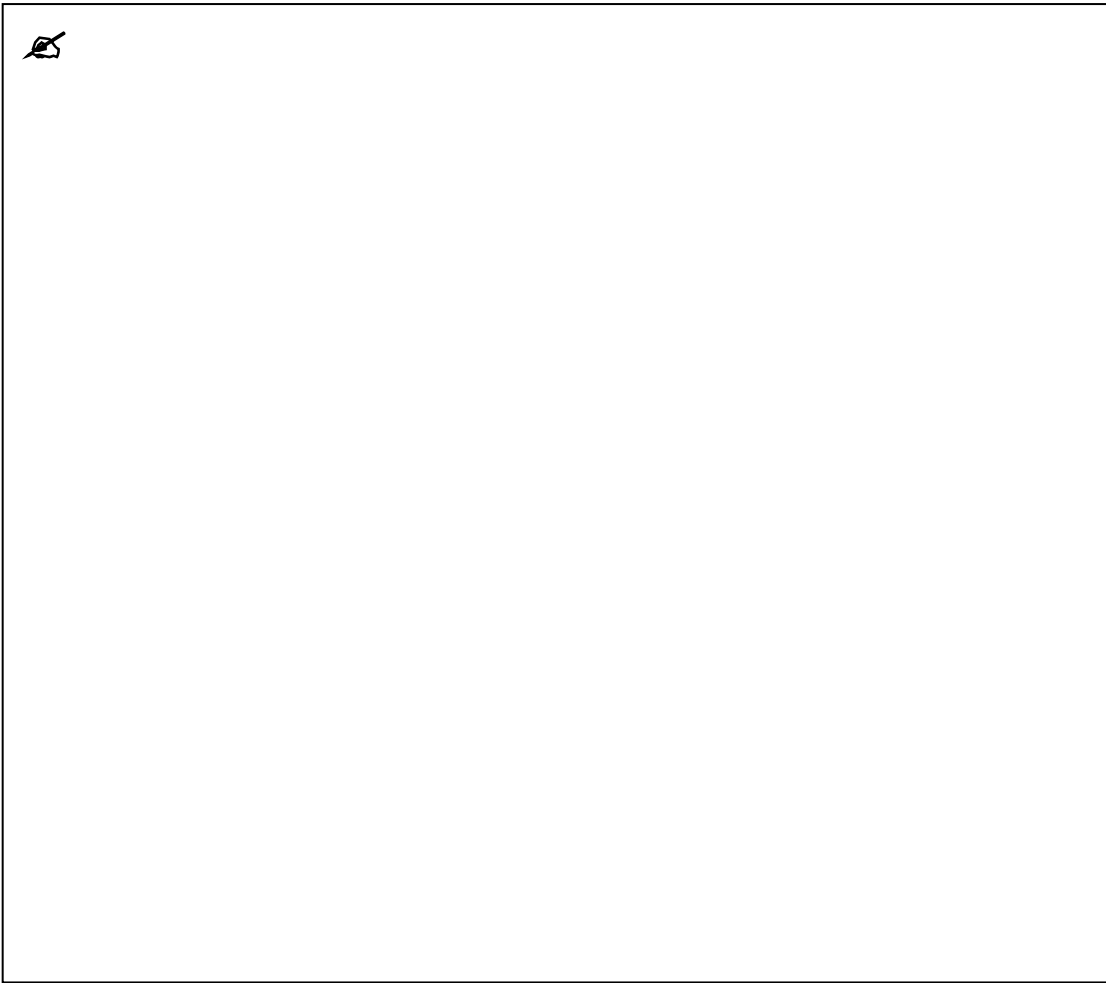
Many of the answers to these questions are currently being worked through. We are not providing all the answers, as we have many of the same questions. Rather we are looking at ways we can support you to lead this change.

Follow-up for your schools/kura:

 Discuss which aspect/s are going to require change management leadership in your school/kura?

 How will you lead this change?

Activity 5: Questions for your school/kura




Courses, Programmes and Pathways

NCEA Change Package

Two circulars and their respective NZQA mythbusters (see appendix) highlight recent changes that impact on student/ākonga achievement and teacher/kaiako practice: limiting resubmissions from NA to A only and the introduction of course endorsement with Achieved.

Activity 6: Course Endorsement

 What is a course? (refer mythbuster #10 pg. 30 - 31)

 What are 5 key characteristics of a course?


1.

2.

3.

4.

5.

 How important is course endorsement in deciding courses for students/ākonga in your school/kura?

 What, if any, changes will you make?

Credible Assessment

Make links to/unpack the **Resubmission** myths, namely:



- Think about how evidence is gathered so students/ākonga can demonstrate the knowledge and skills required to achieve a standard. This might include gathering more evidence during learning rather than from discrete assessment events.

Activity 7: Managing the change to resubmission



- How will your approach to assessment alter with the change to resubmission?

Hold table group discussion and record responses from whole group feedback of effective practice i.e. what worked and will work well?

Summary and Evaluation:

Revisit the three overarching questions from the beginning of seminar and your postcard from the future.

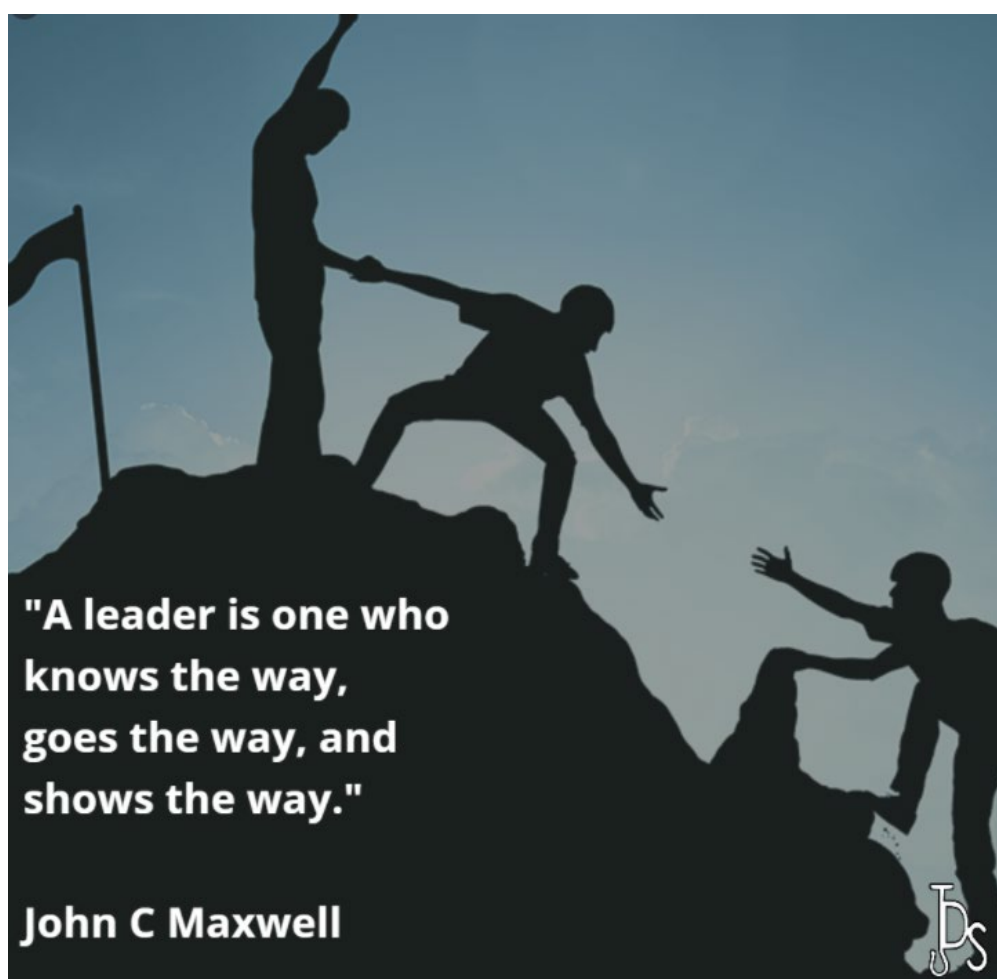
How do you see your role, as a leader of change, managing what's coming?
N.B. Capitalise on the flexibility of NCEA.

While we cannot provide definitive answers to many of these changes, we do need to know what your questions are.

What support do you need from NZQA to get to where you want to be in your assessment future?

The seminar's evaluation will be an opportunity for you to record the support you need from us.

Our focus is on supporting you to make changes in the context of your school/kura.



APPENDIX

A. RAS Mythbusters (Ministry of Education)

Myth 1: Students will now have to complete external assessment to get an NCEA

No changes are being made to the types of credits needed to get an NCEA - it will still be possible to get NCEA entirely through internal assessment.

At present, teachers creating courses have options within most subjects (such as History, Science or Pāngarau) to have some level of external assessment available. We are aiming for half of these standards available to now be externally assessed (i.e., 10 out of the 20 credits available within a certain subject at each level).

The external assessments will not necessarily be exams – so for schools teaching ‘standard’ subjects, external assessment would make up around half of the credits in each subject.

Programmes that incorporate cross-curricular or integrated learning can be created using standards drawn from multiple subjects.

Teachers will continue to have flexibility in course design, and do not need to deliver courses in ‘standard’ form. For example, they could design a semesterised 10 credit course that is all internally assessed; or build cross-curricular courses using internal assessments from different subject areas. The ‘default’ template, however, will be around 20 credits, with around half the credits externally assessed which will provide greater structure and clarity to teachers designing courses about what to focus on.

We will be working with subject associations, and other groups such as wāhanga ako experts and ākonga Māori subject advisors to understand what will work in each discipline.

Myth 2: NCEA is becoming much more restrictive, like School Certificate

NCEA’s flexibility is a strength – and none of the changes make any specific content, standards or courses compulsory, other than for literacy and numeracy. We do want to make sure that the achievement standards reflect the most important learning within each subject, but this will be based on the National Curriculum, and incorporate a holistic understanding of the knowledge, skills, competencies and dispositions needed to become a lifelong learner.

We will work with subject associations, and other groups such as wāhanga ako experts and ākonga Māori subject advisors to understand what the most important learning within each subject is.

Myth 3: Cross-curricular courses or integrated learning won't be possible anymore. 20 credit courses will be mandatory and set by the Ministry.

Just like at the moment, achievement standards will be developed as part of matrices: groups of standards within a certain subject, reflecting the way that teachers of particular disciplines are organised. While these matrices are a useful guide to the most important learning within a given subject, they aren't mandatory. Teachers can build cross-curricular or integrated courses from across matrices, just as they can now. However, with fewer, larger standards, each achievement standard will have a better grounding in the most important learning drawn from the National Curriculum.

Myth 4: Moving towards a 50:50 ratio of internal to external assessment means 50% exams in every subject.

An important part of the changes to NCEA is that external assessment won't just mean exams.

At the moment only a handful of subjects have external assessments which aren't exams – we want to see assessments like portfolios and performances become more common in more subjects. A 50:50 ratio may also not be appropriate for every subject, and we will be working with subject associations to understand what will work in each discipline.

Finally, not every course will need to use the examined standard(s). For example, a course may be 10 credits and entirely internally assessed.

Examples of other forms of external assessment might include:

- portfolios
- reports
- Common Assessment Tasks (assessments completed in-school outside the usual exam period, but using a centrally-set task)
- performances
- investigations.

Myth 5: Students will now have high-stakes assessment from Year 7 in literacy and numeracy.

We know that students make progress in literacy and numeracy – and across the curriculum – at different rates. At the moment, students wait until they start NCEA Level 1 to confirm that they have the literacy and numeracy skills to succeed, which can mean they find themselves unequipped to tackle learning in Years 11 to 13.

The changes to literacy and numeracy are designed to allow students to have their literacy and numeracy assessed as and when they're ready, so that they can understand early whether they're ready, on track, or may need further support to get ready for NCEA.

The proposal that students be able to attempt the new co-requisite when they are ready, which could potentially be from Year 7, would be a decision between the school, teachers, the student and their whānau.

The suggestion is that schools other than secondary schools be allowed to apply for approval to deliver the literacy and numeracy standards, which will sit outside of NCEA. This reflects that fact that some students may be ready to sit the assessment at this stage, given it is likely to be set around Curriculum Level 4 to 5.

We are currently exploring whether this approach is appropriate, including if this is the right year level to begin allowing schools to access the assessment. We also have two Technical Advisory Groups working on expert advice on the literacy and numeracy requirements for both English-medium education, and te reo matatini me te Pāngarau for Māori-medium education.

We did not want to make a blanket decision that primary, intermediate or middle schools would not be able to access the assessment without having tested the idea more widely.

We encourage people to help us understand how the changes to NCEA should be designed, implemented and supported. We are also listening to be able to provide advice to the Government later this year.

Source:

<https://conversation.education.govt.nz/conversations/ncea-review/change-package/clearing-up-some-inaccuracies/>

B. Press Release Jan 2021

NCEA Level 1 changes give students a broader foundation



HON CHRIS HIPKINS(/MINISTER/HON-CHRIS-HIPKINS)

Education

The Government is making changes to NCEA Level 1 to ensure it remains a strong, credible qualification that supports young people into employment and further education, Education Minister Chris Hipkins said today.

“Last term, the Government initiated a wide-scale review of the National Certificates of Educational Achievement (NCEA), involving consultation with thousands of New Zealanders, both in the education sector and more widely,” Chris Hipkins said.

“Having listened carefully to those voices, the Ministry of Education is now in a position to begin implementing changes to the subjects that will be offered for assessment at NCEA Level 1 from 2023.

“It’s become clear that over the years, greater specialisation has crept into Level 1, which has led to students narrowing their options too soon.

“These subject changes are carefully designed to give students a broader foundation at the start of NCEA and more pathways for their learning, as well as reducing workload for teachers and students.

“They will support learners to gain the key skills, knowledge and competencies needed for a strong foundation before more specialised learning starts from Level 2.

“The Ministry looked at whether a subject provides broad, foundational learning, prepares learners for more advanced study on related subjects, and supports the Crown’s commitments under the Treaty of Waitangi.

Chris Hipkins said the finalisation of the subjects marked the beginning of one of a series of modifications that will be made gradually over the next four years, and comes after the Government made NCEA free to sit for all New Zealanders.

The number of subjects offered for assessment will be reduced by 10 to 32.

Key changes at Level 1 include:

- Broadening access to a strong science curriculum by consolidating Physics with Earth & Space Science, and Chemistry with Biology, along with a new general nature of science subject. This will provide for more coherent learning and reduce the number of standards from 41 to 16. Agricultural and Horticultural science remains unchanged but will have new standards developed.
- Latin will be removed at all NCEA levels due to low and steadily declining enrolments. Less than 200 students from around 10 schools study Latin per year, with only 25 students continuing through to Level 3.
- Māori Performing Arts is a new subject at Level 1.
- Specialised subjects such as Art History, Classical Studies, Media Studies and Psychology will no longer be offered at Level 1. However, these subjects can be offered from Level 2, which allows for more specialisation.

“All Level 1 subjects are expected to be developed by the end of 2021 so they can be piloted in schools in 2022 and offered to all students from 2023.”

Chris Hipkins said the Ministry continues to develop the subjects derived from Te Marautanga o Aotearoa (TMOA), the Māori medium curriculum. These subjects include Pāngarau, Hauora, Pūtaiao, Te Reo Rangatira, Tikanga-ā-iwi, Hangarau and Ngā Toi.

No changes were proposed to those subjects during public engagement on the provisional subject list and final confirmation of TMOA subjects is expected in early 2021.

Literacy and numeracy

As part of the wider NCEA Change Programme, mandatory literacy and numeracy standards will be introduced from 2023 to help ensure everyone who has an NCEA qualification has a good level of foundational literacy and numeracy. The standards will be externally assessed, and students will need to achieve them in order to be awarded any level of NCEA qualification.

The draft literacy and numeracy standards will be piloted in Terms 3 and 4 of the 2021 school year. A wider pilot of the standards will take place in 2022 to ensure the sector is ready for the change before implementation in 2023.

C. Course Endorsement Circular A2021/5-1 Feb 2021

Assessment Matters



Achieved Course Endorsement available from 2021 onwards A2021/5 - 1 Feb 2021

**To: Principal
Principal's Nominee
All teachers**

Achieved Course Endorsement available from 2021 onwards

This change is an outcome of the NCEA review. NZQA will publish the updated rule on 1 February 2021 in the Assessment (including Examination) Rules for Schools with Consent to Assess 2021.

All school courses that meet existing eligibility criteria will be able to be endorsed at the Achieved level from the start of 2021 onwards. This is in addition to the Merit and Excellence course endorsement awards already recognised by the Ministry of Education.

The purpose of the change is to acknowledge that students who attain 14 or more credits at an Achieved grade or higher, have demonstrated a sound level of skill and understanding in the subject matter of that course. The award will read, for example: English endorsed with Achieved at Level 1.

The existing eligibility criteria for Course Endorsement can be found here. See NCEA [Mythbuster 10](#) for more information about courses and programmes.

Naming courses

Each course is identified by a course code and a course name. Course names, such as those published in the school's curriculum handbooks and on reports to parents, will be included in students' result notices. Course names should be clear and meaningful, and not include proprietary or sponsorship names.

D. Courses and Programmes Mythbuster #10



Facts

- A course
 - is a coherent package of learning and assessment that should contribute to the school curriculum programme and support student pathways
 - can vary in length depending on the time needed to deliver the specific learning outcomes and expected standards of achievement, but standards contributing to endorsement must be assessed within one academic year
 - should offer students a variety of potential assessment opportunities to meet their pathway needs and may contribute to an Individual Education Plan
 - can include Achievement or Unit Standards from a mix of NCEA levels and subjects, and assessing providers
 - can include off-site practical or workplace assessment provided the Consent and Moderation requirements of the standard are met
 - does not need to offer an opportunity for endorsement
- Endorsement acknowledges the range and depth of understanding, skill and experience a student has achieved in a course.
- NZQA awards a Course Endorsement
 - where students achieve 14 or more credits at Achieved or Merit or Excellence within a single year, with a minimum of three of these credits coming from externally assessed standards, and three credits from internally assessed standards. (Courses comprising standards from the NCEA

Myths

- "Students must take a course for a full academic year."
- "Standards assessed in a course must come from a single NCEA Level and subject area."
- "Every student in a course must complete the same assessments."
- "A student achieving 14 credits in a Level 3 course will meet the requirement for one UE approved subject."
- "A course must provide the opportunity for endorsement."
- "Schools can group standards that have already been assessed into a course to allow a student to gain an endorsement."
- "Course endorsements can include standards achieved over multiple years."
- "Students who change schools can't get course endorsements."

subjects of Physical Education, Religious Studies and Level 3 Visual Arts are exempt from the second requirement.)

- at the NCEA Level of the lowest-level standard achieved in the course.
- Students can gain a Course Endorsement independently of achieving an NCEA Level certificate.
- A school course might not be the same as a [UE Approved Subject](#), whose standards are determined by NZQA and universities.

Some other things to think about

- Courses can be tailored for individual students who may engage in different combinations of assessment standards for the same course.
- The [Consent to Assess](#) guidelines (Part D section 2.5) require schools to systematically design and develop teaching and learning programmes that:
 - meet New Zealand Curriculum and TITO and other SSB requirements where appropriate
 - are based on the needs of learners and other stakeholders and do not present unreasonable barriers to learning
 - specify the learning outcomes and expected standards of achievement
 - provide for learning outcomes that are achievable within the timeframe of the programme
 - have appropriate content, teaching and learning strategies, teaching and learning resource requirements and assessments
 - address equity issues
 - integrate any off-site practical or workplace components.
- Students transferring from one school to another during an academic year should not be disadvantaged in relation to course endorsement. The new school of enrolment should set up the student's courses to accommodate standards already achieved at their previous school, wherever possible.
- As a student's NZQA achievement record reads, "Course name" endorsed with "grade", give careful thought to the naming of courses so they are clear, meaningful and do not include proprietary or sponsorship names.



E. Resubmission Circular 2020/21 – 8 Dec

Assessment Matters



Change to resubmission rules from 2021 onwards A2020/21 - 8 Dec 2020

**To: Principal
 Principal's Nominee
 All teachers**

This change is an outcome of the NCEA Review. NZQA will publish the updated Assessment Rule on 1 February 2021 in the *Assessment (including Examination) Rules for Schools with Consent to Assess 2021*.

Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade.

The **only** change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved.'

On this basis, the highest grade that can be awarded as a result of a resubmission of an internal assessment is limited to 'Achieved'.

This Rule will apply from the beginning of the 2021 academic year.

Schools may continue to offer one resubmission for each assessment event against an Assessment Standard.


More information can be found in this NCEA Mythbuster: [Myth#4 Resubmission](#).

Further Assessment Opportunities Unchanged

This change applies only to resubmissions.

The rule relating to the provision of Further Assessment Opportunities remains unchanged

F. Resubmission Mythbuster #4



NCEA MYTHBUSTER #4
Resubmission

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
KAWA TOHU PĀHUKARANGA O AOTIAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŪ ĀHUA AŌI

Facts

- A student has access to an Achieved grade only from a resubmission.
- A resubmission:
 - can be offered to individually identified students to correct a minor error and gain the grade of Achieved, not Merit or Excellence
 - does not allow students to gain Merit or Excellence grades
 - should take place as soon as possible after the assessment has been completed
 - can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.
- A resubmission can be offered after each assessment opportunity for a standard, whether it be the initial assessment, or where offered, the one further assessment opportunity allowed.
- Only one resubmission can be provided for each assessment of a standard.
- Teachers decide which students at the Not Achieved grade boundary meet the criteria for a resubmission.
- No further teaching or learning can take place.
- Teachers must ensure that the student's work is authentic, by only giving non-specific feedback and taking care not to over-direct them.
- The amount of time provided for a resubmission depends on the nature of the assessment and should ensure teachers can confidently assure authenticity.
- If there is a substantive or significant change to be made to the student work, a resubmission cannot be offered.
- Resubmission rules for Industry Training Organisation owned unit standards may differ. You must follow the rules of the standard-setting body.

Myths

- 'All grades can be accessed through a resubmission.'
- 'A resubmission must be offered to all students.'
- 'I can show students what they should fix up.'
- 'I can offer multiple resubmission opportunities.'

Some other things to think about

- Decide whether providing the opportunity for a resubmission is appropriate and can be consistently managed in each individual case.
- Effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission where evidence is gathered by portfolio, or over an extended period.
- Consider the manageability of a resubmission. Resubmission should take place under teacher supervision. It should be provided as soon as possible after the student has received the work back from the teacher, and the time available to complete the resubmission should reflect the nature of the task and the time needed to correct the error.
- Assess students when they have a fair opportunity to achieve. Timing evidence gathering to support student workload will also minimise the need for resubmission.
- Think about how evidence is gathered so students can demonstrate the knowledge and skills required to achieve a standard. This might include gathering evidence during learning rather than from discrete assessment events.

G. Refreshing our National Curriculum



The national curriculum for schooling will be refreshed over the next five years. The improvements to *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* will help answer calls from educators, parents and whānau to ensure the national curriculum is clearer, more relevant and easier to use.

Since 2019, when Minister Hipkins first signalled the need for change, the Ministry has been working with people from the education sector and wider communities to understand how to make the improvements needed for students to succeed now and in the future.

The Ministry will work collaboratively with a broad and diverse range of people to co-design and implement the improvements that are required.

We are going to refresh the national curriculum for schooling, so it remains fit for purpose and is clearer about what our tamariki need to learn at school and kura.

- [What is happening](#)
- [What is the national curriculum for schooling?](#)
- [Why is the national curriculum being refreshed?](#)
- [Timeline for the refresh](#)
- [Support for schools and kura](#)
- [Tamariki and Whānau](#)
- [More information and how to get involved](#)

In 2021, the Ministry of Education is going to work with you on the new framing of both *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* to ensure it's clear what our tamariki need to learn to be successful now and in the future.

An example is the recently announced draft curriculum content for Aotearoa New Zealand's histories and *Te Takanga o Te Wā*.

11 FEBRUARY 2021

Curriculum Refresh for Clearer, More Relevant Learning



HON KELVIN DAVIS (/MINISTER/HON-KELVIN-DAVIS)



HON JAN TINETTI (/MINISTER/HON-JAN-TINETTI)

Education (/portfolio/labour-2020-2023/education)

The national curriculum for schooling will be refreshed over the next three-to-four years to make Te Marautanga o Aotearoa and The New Zealand Curriculum clearer, more relevant, easier to use, and more explicit about what learners need to understand, know and do, Associate Ministers of Education, Jan Tinetti and Kelvin Davis announced today.

During the next three-to-four years, each learning area in The New Zealand Curriculum will be refreshed - beginning with Aotearoa New Zealand's histories in the Social Sciences learning area this year, followed with the content for Mathematics, English and Science learning areas in 2022.

The refresh will review the large number of achievement objectives currently in the curriculum and aim to provide greater clarity about progress across the curriculum to ensure all learners are reaching the milestones they need to.

It will also seek to strike a balance between the learning that is important nationally and that which is relevant locally, and professional learning and development has been prioritised to better support schools to develop their local curriculum.

"I know parents, teachers and whānau want more certainty about what tamariki need to learn in schools and kura - their progress, strengths and where support is needed - through a curriculum that focuses on wellbeing, identities, language and culture," Minister Tinetti says.

Minister Davis says the most important shift is to address equity, trust and coherence through integrating the He Tamaiti Hei Raukura framework.

"Ākonga need to learn from a curriculum that is rich in te reo and tikanga Māori, is meaningful to them and their whānau, and equips our tamariki with the skills and wellbeing they need in this ever-changing world" says Minister Davis.

"It's time to take the next big step for ākonga by strengthening Te Marautanga o Aotearoa in partnership with whānau, hapū and iwi, grounded in the key values and aspirations of te ao Māori," he says.

"I know first-hand the challenges our teachers face," Minister Tinetti says, "These changes seek to reduce teacher workload by providing greater clarity and guidance on what to teach and when. They will help teachers to plan and deliver engaging learning experiences that mean all our tamariki progress and meet their key milestones."

Educators will be supported through the curriculum refresh - it will be developed collaboratively with opportunities at all stages of the refresh for the education sector, learners, parents and whānau to be involved.

For more information on the national curriculum refresh, please go to:
www.education.govt.nz/national-curriculum-refresh (<http://www.education.govt.nz/national-curriculum-refresh>)

