

Document Number	Document Title	Comments on Release
1.	Names of panel members	Released in full
2.	Disability and Learning Support NCEA Panel Terms of Reference	Released in full
3.	Māori NCEA Panel Terms of Reference	Released in full
4.	Pacific Peoples NCEA Panel Terms of Reference	Released in full
5.	Pathways NCEA Panel Terms of Reference	Released in full
6.	NCEA Disability and Learning Support Panel – March meeting report	Information withheld under section 9(2)(f)(iv)
7.	Māori NCEA Panel – March outputs report	Information withheld under sections 9(2)(g)(i) and 9(2)(f)(iv)
8.	NCEA Pacific Peoples Panel – March meeting outputs report	Information withheld under sections 9(2)(g)(i) and 9(2)(f)(iv)
9.	Pathways NCEA Panel – March outputs report	Information withheld under sections 9(2)(g)(i) and 9(2)(f)(iv)
10.	Māori NCEA Panel – August meeting minutes	Information withheld under section 9(2)(g)(i)
11.	Pacific Peoples NCEA Panel – August meeting minutes	Information withheld under section 9(2)(g)(i)
12.	Pathways NCEA Panel – August meeting minutes	Information withheld under section 9(2)(g)(i)

Names of NCEA Panel members.

Pathways Panel	Applicant Name
1	Aiono Manu Faaea-Semeatu
2	Shaaron James
3	Emma West
4	Evelyn Moody
5	Nicky Fairbairn
6	Craig Wilkie
7	Elizabeth Jane Thomas
8	Kimai Huirama
9	Leah Crawford
DSL Panel	Applicant Name
1	Darryl Alexander
2	Martine Abel Williamson
3	Neil Jarvis
4	Nicola Leete
5	Darron Cutler
6	Karen Gilby
7	Rakesh Lachaiya
8	Geneva Hakaraia-Tino (TBA)
Māori Panel	Applicant Name
1	Watson Ohia
2	Hare Rua
3	Tihirangi Brightwell
4	Ne'kol Hura
5	Genae Thompson
6	Nellie Abraham
7	Tawai Frost
8	Raewyn Mahara
9	Campbell Dewes
10	Christine Te Kiri
11	Hine Waitere
12	Rangi Te Whiu Jury
Pacific Panel	Applicant Name
1	Dr. Keaka Hemi
2	Dr. Michelle Johansson
3	Robert Solomone
4	Marie Su'a

5	Edmond Fehoko
6	Sialele Alipia
7	Christine Pili
8	Joseph Houghton
9	Dagmar Dyck

Released Under the Official Information Act 1982



Disability and Learning Support NCEA Panel

Terms of Reference

Background

In 2018, the Minister of Education launched a Review of the National Certificate of Educational Achievement (NCEA) to ensure that it was fit for purpose, and met the needs of all New Zealanders. The Ministry of Education (the Ministry) held engagements across the country with key stakeholders and people from diverse backgrounds and educational settings to understand how NCEA could be improved.

From this Review, the Minister announced a package of seven changes to strengthen NCEA. In order to design and implement the NCEA change package in a way which best meets the needs of the diversity of learners who use NCEA, the Ministry has committed to working with key stakeholders.

To ensure targeted engagement with representatives from these key stakeholder groups, we are forming groups which will collectively be referred to as the 'NCEA Panels'. These Panels will allow for regular and on-going engagement with experts the following stakeholder groups/communities:

- Māori, in both Māori and English medium settings
- Pacific people, in all settings that offer NCEA
- The Realm Nations, Niue and the Cook Islands, who offer NCEA
- Disability and learning support
- Pathways.

Purpose

The NCEA Panels have been created to ensure that as the NCEA change package is developed, the Ministry understand and take into account the voices and perspectives of the diversity of users of NCEA, ensuring that no new user groups will be disadvantaged by the NCEA system.

Also, to achieve the system shifts intended by the change package across the diversity of learners who use NCEA, and to facilitate implementation, we need input from the NCEA Panels at critical points in the design and implementation of the change package.

Scope

The scope of the Disability and Learning Support (D&LS) NCEA Panel is to provide focussed feedback, in the delivery of the NCEA change package as requested by the Ministry. They will provide advice, with a disability and learning support focus, to ensure that the products and implementation plans are fit for purpose as they are developed.

Panel members are expected to contribute advice on the delivery of the NCEA change package, based on their expertise and experience from the sector – in particular the secondary and tertiary sectors – or work in the community.

The scope of the NCEA Panels **do not** include:

- Overseeing the development of new NCEA subjects or supporting resources

- Defining what Pacific or Māori knowledge is, and how this knowledge could/should be incorporated in subjects
- Directly advising every single NCEA subject that is being re-developed as part of the Review of Achievement Standards (RAS). For practical purposes, the Panels are expected to provide some overarching parameters and advice for Subject Expert Groups (SEGs) as a whole, but it will be for each individual SEG to incorporate the Panels' advice in the development of their subject's products.

The NCEA Panels will operate as an advisory function, with the roles of delivery oversight and decision-making to be held by the Ministry. If significant disagreement arises amongst group members, this will be escalated to the Senior Manager with responsibility for the Panels.

Responsibilities

The responsibilities of the D&LS NCEA Panel includes (but are not limited to):

- Shaping the quality criteria for developing products for the change package
- Highlighting potential barriers, with a disability and learning support focus, for end-users as the change package develops, and advising how these barriers could be mitigated
- Sample checking and providing quality assurance as the change package develops to ensure systems and products are fit for purpose.

These responsibilities lie over the course of the implementation of the NCEA change package, and the Ministry will identify the required work for each meeting and term of appointment.

Appointment and membership

The Panel will continue over the course of the implementation of the NCEA change package (from 2020 to 2025), with a review of membership and the Terms of Reference (TOR) every year.

The initial term of appointment will be from February 2020 until February 2021, with the option to review the TOR and members at any time.

The group will comprise of approximately 8 paid members, with up to no more than 12 members. A Panel Lead from the Ministry will also support and attend meetings (either in person, or via other means as needed).

The Ministry is responsible for the overall direction of the meetings, determining and confirming the agenda, and providing secretariat support.

Jackie Talbot, Group Manager, Secondary Tertiary has the right to disestablish the group and add or remove members at any time.

Resourcing

The Ministry will provide secretariat and administrative support to the Panel. The Ministry will facilitate Panel meetings by:

- Providing a suitable venue
- Providing secretariat service for meetings
- Providing suitable catering for meetings

- Inviting Panel members to contribute to the agenda
- Providing agenda and papers at least five days before meetings.

Fees

The Cabinet Fees Framework will apply for classification and remuneration of fees [Cabinet Office Circular (19)1]. The NCEA Panels are Group 4, Level 2 bodies. The members of the D&LS NCEA Panel will receive a per diem of \$330 + GST.

Public sector employees will not retain both the group fee and their ordinary pay where the duties of the group are undertaken during their ordinary working hours.

Members will be reimbursed by the Ministry for expenses related to travel within the Ministry of Education's Guidelines.

Reporting

The Panel will report to Jackie Talbot, Group Manager, Secondary Tertiary. A Panel Lead from the Ministry will be present at all meetings of the group representing the Ministry.

Conflict of Interest

A conflict of interest register will be maintained to record any conflicts. All members must declare all actual or perceived conflicts before being appointed.

If Panel members develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry as soon as is reasonably practicable.

Where a Panel member also serves on any other group responsible for developing products for the NCEA change package, the Ministry will be responsible for managing any conflict of interest that may arise.

Confidentiality and Document Ownership

All documents and drafts that are provided by the Ministry to the Panel, or developed by the Panel, are owned by the Ministry and need to be kept confidential unless express permission is granted by the Ministry.

Communications / Media

Members of the Panel are requested not to release information or issue any public comment via traditional (i.e. newspapers, radio and television) or social media (i.e. Facebook, Twitter, Instagram, Snapchat and YouTube) on the following:

- a. Deliberations of the NCEA Panel of which they are a member;
- b. Personal opinions or views expressed by other Panel members on the Government's Education policy, recent Government decisions on the future of education or any matters related to the review of the NCEA.

Panel members are also requested to:

- a. advise the Ministry's Principal Communications Advisor – Secondary Tertiary, through the Chair of their respective Panel, if they are approached by media organisations to request for information or interviews;
- b. be prepared to provide interviews or allow themselves to be photographed/filmed by the Ministry's Communications Advisors, for the external communication products (i.e. Media Releases, social media posts) that will be produced by the Ministry.

The Ministry will be responsible for external communications, including social media posts, relating to the NCEA Change Package. Drafts of Media Releases and social media posts quoting any Panel member will be sent to the Panel member for review and sign-off before these are released externally.

Good faith

Members of the Panel are expected to act in good faith and respect contributions from all other members. The Ministry Panel Lead will ensure that all members get reasonable opportunities to contribute.

Members are expected to work towards agreement and the Ministry Panel Lead will intervene where contrasting views are unable to be resolved in a timely fashion.

Released Under the Official Information Act 1982



Māori NCEA Panel

Terms of Reference

Background

In 2018, the Minister of Education launched a Review of the National Certificate of Educational Achievement (NCEA) to ensure that it was fit for purpose, and met the needs of all New Zealanders. The Ministry of Education (the Ministry) held engagements across the country with key stakeholders and people from diverse backgrounds and educational settings to understand how NCEA could be improved.

From this Review, the Minister announced a package of seven changes to strengthen NCEA. In order to design and implement the NCEA change package in a way which best meets the needs of the diversity of learners who use NCEA, the Ministry has committed to working with key stakeholders.

To ensure targeted engagement with representatives from these key stakeholder groups, we are forming groups which will collectively be referred to as the 'NCEA Panels'. These Panels will allow for regular and on-going engagement with experts the following stakeholder groups/communities:

- Māori, in both Māori and English medium settings
- Pacific peoples, in all settings that offer NCEA
- The Realm Nations, Niue and the Cook Islands, who offer NCEA
- Disability and learning support
- Pathways.

Purpose

The NCEA Panels have been created to ensure that as the NCEA change package is developed, the Ministry understand and take into account the voices and perspectives of the diversity of users of NCEA, ensuring that no new user groups will be disadvantaged by the NCEA system.

Also, to achieve the system shifts intended by the change package across the diversity of learners who use NCEA, and to facilitate implementation, we need input from the NCEA Panels at critical points in the design and implementation of the change package.

Scope

The scope of the Māori NCEA Panel is to provide focussed feedback, in the delivery of the NCEA change package as requested by the Ministry. They will provide advice, with a kaupapa Māori focus, to ensure that the products and implementation plans are fit for purpose as they are developed.

Panel members are expected to contribute advice on the delivery of the NCEA change package, based on their expertise and experience from the sector – in particular the secondary and tertiary sectors – or work in the community.

The scope of the NCEA Panels **do not** include:

- Overseeing the development of new NCEA subjects or supporting resources

- Defining what Pacific or Māori knowledge is, and how this knowledge could/should be incorporated in subjects
- Directly advising every single NCEA subject that is being re-developed as part of the Review of Achievement Standards (RAS). For practical purposes, the Panels are expected to provide some overarching parameters and advice for Subject Expert Groups (SEGs) as a whole, but it will be for each individual SEG to incorporate the Panels' advice in the development of their subject's products.

The NCEA Panels will operate as an advisory function, with the roles of delivery oversight and decision-making to be held by the Ministry. If significant disagreement arises amongst group members, this will be escalated to the Senior Manager with responsibility for the Panels.

Responsibilities

The responsibilities of the Māori NCEA Panel includes (but are not limited to):

- Shaping the quality criteria for developing products for the change package
- Highlighting potential barriers, with a kaupapa Māori focus, for end-users as the change package develops, and advising how these barriers could be mitigated
- Sample checking and providing quality assurance as the change package develops to ensure systems and products are fit for purpose.

These responsibilities lie over the course of the implementation of the NCEA change package, and the Ministry will identify the required work for each meeting and term of appointment.

Appointment and membership

The Panel will continue over the course of the implementation of the NCEA change package (from 2020 to 2025), with a review of membership and the Terms of Reference (TOR) every year.

The initial term of appointment will be from February 2020 until February 2021, with the option to review the TOR and members at any time.

The group will comprise of approximately 8 paid members, with up to no more than 12 members. A Panel Lead from the Ministry will also support and attend meetings (either in person, or via other means as needed).

The Ministry is responsible for the overall direction of the meetings, determining and confirming the agenda, and providing secretariat support.

Jackie Talbot, Group Manager, Secondary Tertiary has the right to disestablish the group and add or remove members at any time.

Resourcing

The Ministry will provide secretariat and administrative support to the Panel. The Ministry will facilitate Panel meetings by:

- Providing a suitable venue
- Providing secretariat service for meetings
- Providing suitable catering for meetings
- Inviting Panel members to contribute to the agenda

- Providing agenda and papers at least five days before meetings.

Fees

The Cabinet Fees Framework will apply for classification and remuneration of fees [Cabinet Office Circular (19)1]. The NCEA Panels are Group 4, Level 2 bodies. The members of the Māori NCEA Panel will receive a per diem of \$330 + GST.

Public sector employees will not retain both the group fee and their ordinary pay where the duties of the group are undertaken during their ordinary working hours.

Members will be reimbursed by the Ministry for expenses related to travel within the Ministry of Education's Guidelines.

Reporting

The Panel will report to Jackie Talbot, Group Manager, Secondary Tertiary. A Panel Lead from the Ministry will be present at all meetings of the group, representing the Ministry.

Conflict of Interest

A conflict of interest register will be maintained to record any conflicts. All members must declare all actual or perceived conflicts before being appointed.

If Panel members develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry as soon as is reasonably practicable.

Where a Panel member also serves on any other group responsible for developing products for the NCEA change package, the Ministry will be responsible for managing any conflict of interest that may arise.

Confidentiality and Document Ownership

All documents and drafts that are provided by the Ministry to the Panel, or developed by the Panel, are owned by the Ministry and need to be kept confidential unless express permission is granted by the Ministry.

Communications / Media

Members of the Panel are requested not to release information or issue any public comment via traditional (i.e. newspapers, radio and television) or social media (i.e. Facebook, Twitter, Instagram, Snapchat and YouTube) on the following:

- a. Deliberations of the NCEA Panel of which they are a member;
- b. Personal opinions or views expressed by other Panel members on the Government's Education policy, recent Government decisions on the future of education or any matters related to the review of the NCEA.

Panel members are also requested to:

- a. advise the Ministry's Principal Communications Advisor – Secondary Tertiary, through the Chair of their respective Panel, if they are approached by media organisations to request for information or interviews;
- b. be prepared to provide interviews or allow themselves to be photographed/filmed by the Ministry's Communications Advisors, for the external communication products (i.e. Media Releases, social media posts) that will be produced by the Ministry.

The Ministry will be responsible for external communications, including social media posts, relating to the NCEA Change Package. Drafts of Media Releases and social media posts quoting any Panel member will be sent to the Panel member for review and sign-off before these are released externally.

Good faith

Members of the Panel are expected to act in good faith and respect contributions from all other members. The Ministry Panel Lead will ensure that all members get reasonable opportunities to contribute.

Members are expected to work towards agreement and the Ministry Panel Lead will intervene where contrasting views are unable to be resolved in a timely fashion.

Released Under the Official Information Act 1982



Pacific Peoples NCEA Panel

Terms of Reference

Background

In 2018, the Minister of Education launched a Review of the National Certificate of Educational Achievement (NCEA) to ensure that it was fit for purpose, and met the needs of all New Zealanders. The Ministry of Education (the Ministry) held engagements across the country with key stakeholders and people from diverse backgrounds and educational settings to understand how NCEA could be improved.

From this Review, the Minister announced a package of seven changes to strengthen NCEA. In order to design and implement the NCEA change package in a way which best meets the needs of the diversity of learners who use NCEA, the Ministry has committed to working with key stakeholders.

To ensure targeted engagement with representatives from these key stakeholder groups, we are forming groups which will collectively be referred to as the 'NCEA Panels'. These Panels will allow for regular and on-going engagement with experts the following stakeholder groups/communities:

- Māori, in both Māori and English medium settings
- Pacific peoples, in all settings that offer NCEA
- The Realm Nations, Niue and the Cook Islands, who offer NCEA
- Disability and learning support
- Pathways.

Purpose

The NCEA Panels have been created to ensure that as the NCEA change package is developed, the Ministry understand and take into account the voices and perspectives of the diversity of users of NCEA, ensuring that no new user groups will be disadvantaged by the NCEA system.

Also, to achieve the system shifts intended by the change package across the diversity of learners who use NCEA, and to facilitate implementation, we need input from the NCEA Panels at critical points in the design and implementation of the change package.

Scope

The scope of the Pacific Peoples NCEA Panel is to provide focussed feedback, in the delivery of the NCEA change package as requested by the Ministry. They will provide advice, with a Pacific focus, to ensure that the products and implementation plans are fit for purpose as they are developed.

Panel members are expected to contribute advice on the delivery of the NCEA change package, based on their expertise and experience from the sector – in particular the secondary and tertiary sectors – or work in the community.

The scope of the NCEA Panels **do not** include:

- Overseeing the development of new NCEA subjects or supporting resources

- Defining what Pacific or Māori knowledge is, and how this knowledge could/should be incorporated in subjects
- Directly advising every single NCEA subject that is being re-developed as part of the Review of Achievement Standards (RAS). For practical purposes, the Panels are expected to provide some overarching parameters and advice for Subject Expert Groups (SEGs) as a whole, but it will be for each individual SEG to incorporate the Panels' advice in the development of their subject's products.

The NCEA Panels will operate as an advisory function, with the roles of delivery oversight and decision-making to be held by the Ministry. If significant disagreement arises amongst group members, this will be escalated to the Senior Manager with responsibility for the Panels.

Responsibilities

The responsibilities of the Pacific Peoples NCEA Panel includes (but are not limited to):

- Shaping the quality criteria for developing products for the change package
- Highlighting potential barriers, with a Pacific focus, for end-users as the change package develops, and advising how these barriers could be mitigated
- Sample checking and providing quality assurance as the change package develops to ensure systems and products are fit for purpose.

These responsibilities lie over the course of the implementation of the NCEA change package, and the Ministry will identify the required work for each meeting and term of appointment.

Appointment and membership

The Panel will continue over the course of the implementation of the NCEA change package (from 2020 to 2025), with a review of membership and the Terms of Reference (TOR) every year.

The initial term of appointment will be from February 2020 until February 2021, with the option to review the TOR and members at any time.

The group will comprise of approximately 8 paid members, with up to no more than 12 members. A Panel Lead from the Ministry will also support and attend meetings (either in person, or via other means as needed).

The Ministry is responsible for the overall direction of the meetings, determining and confirming the agenda, and providing secretariat support.

Jackie Talbot, Group Manager, Secondary Tertiary has the right to disestablish the group and add or remove members at any time.

Resourcing

The Ministry will provide secretariat and administrative support to the Panel. The Ministry will facilitate Panel meetings by:

- Providing a suitable venue
- Providing secretariat service for meetings
- Providing suitable catering for meetings
- Inviting Panel members to contribute to the agenda

- Providing agenda and papers at least five days before meetings.

Fees

The Cabinet Fees Framework will apply for classification and remuneration of fees [Cabinet Office Circular (19)1]. The NCEA Panels are Group 4, Level 2 bodies. The members of the Pacific Peoples NCEA Panel will receive a per diem of \$330 + GST.

Public sector employees will not retain both the group fee and their ordinary pay where the duties of the group are undertaken during their ordinary working hours.

Members will be reimbursed by the Ministry for expenses related to travel within the Ministry of Education's Guidelines.

Reporting

The Panel will report to Jackie Talbot, Group Manager, Secondary Tertiary. A Panel Lead from the Ministry will be present at all meetings of the group, representing the Ministry.

Conflict of Interest

A conflict of interest register will be maintained to record any conflicts. All members must declare all actual or perceived conflicts before being appointed.

If Panel members develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry as soon as is reasonably practicable.

Where a Panel member also serves on any other group responsible for developing products for the NCEA change package, the Ministry will be responsible for managing any conflict of interest that may arise.

Confidentiality and Document Ownership

All documents and drafts that are provided by the Ministry to the Panel, or developed by the Panel, are owned by the Ministry and need to be kept confidential unless express permission is granted by the Ministry.

Communications / Media

Members of the Panel are requested not to release information or issue any public comment via traditional (i.e. newspapers, radio and television) or social media (i.e. Facebook, Twitter, Instagram, Snapchat and YouTube) on the following:

- a. Deliberations of the NCEA Panel of which they are a member;
- b. Personal opinions or views expressed by other Panel members on the Government's Education policy, recent Government decisions on the future of education or any matters related to the review of the NCEA.

Panel members are also requested to:

- a. advise the Ministry's Principal Communications Advisor – Secondary Tertiary, through the Chair of their respective Panel, if they are approached by media organisations to request for information or interviews;
- b. be prepared to provide interviews or allow themselves to be photographed/filmed by the Ministry's Communications Advisors, for the external communication products (i.e. Media Releases, social media posts) that will be produced by the Ministry.

The Ministry will be responsible for external communications, including social media posts, relating to the NCEA Change Package. Drafts of Media Releases and social media posts quoting any Panel member will be sent to the Panel member for review and sign-off before these are released externally.

Good faith

Members of the Panel are expected to act in good faith and respect contributions from all other members. The Ministry Panel Lead will ensure that all members get reasonable opportunities to contribute.

Members are expected to work towards agreement and the Ministry Panel Lead will intervene where contrasting views are unable to be resolved in a timely fashion.

Released Under the Official Information Act 1982



Pathways NCEA Panel

Terms of Reference

Background

In 2018, the Minister of Education launched a Review of the National Certificate of Educational Achievement (NCEA) to ensure that it was fit for purpose, and met the needs of all New Zealanders. The Ministry of Education (the Ministry) held engagements across the country with key stakeholders and people from diverse backgrounds and educational settings to understand how NCEA could be improved.

From this Review, the Minister announced a package of seven changes to strengthen NCEA. In order to design and implement the NCEA change package in a way which best meets the needs of the diversity of learners who use NCEA, the Ministry has committed to working with key stakeholders.

To ensure targeted engagement with representatives from these key stakeholder groups, we are forming groups which will collectively be referred to as the 'NCEA Panels'. These Panels will allow for regular and on-going engagement with experts the following stakeholder groups/communities:

- Māori, in both Māori and English medium settings
- Pacific people, in all settings that offer NCEA
- The Realm Nations, Niue and the Cook Islands, who offer NCEA
- Disability and learning support
- Pathways.

Purpose

The NCEA Panels have been created to ensure that as the NCEA change package is developed, the Ministry understand and take into account the voices and perspectives of the diversity of users of NCEA, ensuring that no new user groups will be disadvantaged by the NCEA system.

Also, to achieve the system shifts intended by the change package across the diversity of learners who use NCEA, and to facilitate implementation, we need input from the NCEA Panels at critical points in the design and implementation of the change package.

Scope

The scope of the Pathways NCEA Panel is to provide focussed feedback, in the delivery of the NCEA change package as requested by the Ministry. They will provide advice, with a pathways focus, to ensure that the products and implementation plans are fit for purpose as they are developed.

Panel members are expected to contribute advice on the delivery of the NCEA change package, based on their expertise and experience from the sector – in particular the secondary and tertiary sectors – or work in the community.

The scope of the NCEA Panels **do not** include:

- Overseeing the development of new NCEA subjects or supporting resources

- Defining what Pacific or Māori knowledge is, and how this knowledge could/should be incorporated in subjects
- Directly advising every single NCEA subject that is being re-developed as part of the Review of Achievement Standards (RAS). For practical purposes, the Panels are expected to provide some overarching parameters and advice for Subject Expert Groups (SEGs) as a whole, but it will be for each individual SEG to incorporate the Panels' advice in the development of their subject's products.

The NCEA Panels will operate as an advisory function, with the roles of delivery oversight and decision-making to be held by the Ministry. If significant disagreement arises amongst group members, this will be escalated to the Senior Manager with responsibility for the Panels.

Responsibilities

The responsibilities of the Pathways NCEA Panel includes (but are not limited to):

- Shaping the quality criteria for developing products for the change package
- Highlighting potential barriers, with a pathways focus for end-users as the change package develops, and advising how these barriers could be mitigated
- Sample checking and providing quality assurance as the change package develops to ensure systems and products are fit for purpose.

These responsibilities lie over the course of the implementation of the NCEA change package, and the Ministry will identify the required work for each meeting and term of appointment.

Appointment and membership

The Panel will continue over the course of the implementation of the NCEA change package (from 2020 to 2025), with a review of membership and the Terms of Reference (TOR) every year.

The initial term of appointment will be from February 2020 until February 2021, with the option to review the TOR and members at any time.

The group will comprise of approximately 8 paid members, with up to no more than 12 members. A Panel Lead from the Ministry will also support and attend meetings (either in person, or via other means as needed).

The Ministry is responsible for the overall direction of the meetings, determining and confirming the agenda, and providing secretariat support.

Jackie Talbot, Group Manager, Secondary Tertiary has the right to disestablish the group and add or remove members at any time.

Resourcing

The Ministry will provide secretariat and administrative support to the Panel. The Ministry will facilitate Panel meetings by:

- Providing a suitable venue
- Providing secretariat service for meetings
- Providing suitable catering for meetings
- Inviting Panel members to contribute to the agenda

- Providing agenda and papers at least five days before meetings.

Fees

The Cabinet Fees Framework will apply for classification and remuneration of fees [Cabinet Office Circular (19)1]. The NCEA Panels are Group 4, Level 2 bodies. The members of the Pathways NCEA Panel will receive a per diem of \$330 + GST.

Public sector employees will not retain both the group fee and their ordinary pay where the duties of the group are undertaken during their ordinary working hours.

Members will be reimbursed by the Ministry for expenses related to travel within the Ministry of Education's Guidelines.

Reporting

The Panel will report to Jackie Talbot, Group Manager, Secondary Tertiary. A Panel Lead from the Ministry will be present at all meetings of the group, representing the Ministry.

Conflict of Interest

A conflict of interest register will be maintained to record any conflicts. All members must declare all actual or perceived conflicts before being appointed.

If Panel members develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry as soon as is reasonably practicable.

Where a Panel member also serves on any other group responsible for developing products for the NCEA change package, the Ministry will be responsible for managing any conflict of interest that may arise.

Confidentiality and Document Ownership

All documents and drafts that are provided by the Ministry to the Panel, or developed by the Panel, are owned by the Ministry and need to be kept confidential unless express permission is granted by the Ministry.

Communications / Media

Members of the Panel are requested not to release information or issue any public comment via traditional (i.e. newspapers, radio and television) or social media (i.e. Facebook, Twitter, Instagram, Snapchat and YouTube) on the following:

- a. Deliberations of the NCEA Panel of which they are a member;
- b. Personal opinions or views expressed by other Panel members on the Government's Education policy, recent Government decisions on the future of education or any matters related to the review of the NCEA.

Panel members are also requested to:

- a. advise the Ministry's Principal Communications Advisor – Secondary Tertiary, through the Chair of their respective Panel, if they are approached by media organisations to request for information or interviews;
- b. be prepared to provide interviews or allow themselves to be photographed/filmed by the Ministry's Communications Advisors, for the external communication products (i.e. Media Releases, social media posts) that will be produced by the Ministry.

The Ministry will be responsible for external communications, including social media posts, relating to the NCEA Change Package. Drafts of Media Releases and social media posts quoting any Panel member will be sent to the Panel member for review and sign-off before these are released externally.

Good faith

Members of the Panel are expected to act in good faith and respect contributions from all other members. The Ministry Panel Lead will ensure that all members get reasonable opportunities to contribute.

Members are expected to work towards agreement and the Ministry Panel Lead will intervene where contrasting views are unable to be resolved in a timely fashion.

Released Under the Official Information Act 1982



NCEA Disability and Learning Support Panel Panel – March meeting report

Welcome and introductions

During the welcome and introduction, the panel members introduced themselves and talked to their motivations for being on the panel, and the challenges and opportunities that they saw in the disability and learning support space. Panel members shared both personal and professional reasons for wanting to be part of the panel. Most panel members had similar motivations focussed on supporting disabled young people and young people with learning support needs, particularly those who came from similar communities as the panel members and shared an interest in social justice.

Two main themes came out of the introductory session. Firstly, panel members shared a focus on the pathways of disabled young people and young people with learning support needs. Secondly, the panel also shared an interest in the intersection between disability and learning support needs and other sources of inequity, particularly Māori and Pacific students with disabilities or learning support needs.

Other issues or interests raised during the introductory portion of the day included:

- Panel asked what scope they had for influencing change, wanted assurance this panel was not going to be tokenistic and could truly realise change for the benefit of young people
- Whether classroom teachers would be able to make any changes a reality.
- The importance of supporting more inclusive classroom practices and pedagogies.
- Accessibility and inclusivity from a teacher perspective i.e. how accessible will inclusive design be for teachers.
- Concerns about other barriers to learning which intersect with NCEA such as schools excluding disabled students.
- The importance of resources in accessible formats for both teachers and students.
- The role that teacher training or PLD may play in supporting sector.

Our focus

The Our Focus session sought to find out what the panel wanted to focus on. The panel were prompted with a number of open-ended questions. The panel decided to consider their focuses based on what was important for students to know and have before the time that they left school. This reiterated the panels focus on pathways. Panel members were quite anxious about the focus of NCEA as a qualification which works well for students on a university pathway, but not necessarily for other students particularly those with disabilities or learning support needs. They also noted the barriers to pathways caused by barriers to obtaining a qualification or accessing particular subjects or courses which were necessary to follow particular post-school pathways.

The panel expressed a strong interest in the Ministry's work to strengthen Literacy and Numeracy. There were three main focuses within Literacy and Numeracy. Firstly, there was an interest in ensuring that the Literacy and Numeracy standards were inclusive of ways which blind and deaf students interacted with literacy and numeracy. Secondly, panel members expressed interest and concern at the consequences for students who cannot achieve the Literacy or Numeracy standards but still achieve the rest of NCEA. Thirdly, panel members were interested in what the shift from assessing literacy and numeracy through ordinary achievement standards within subjects to standalone standards would look like from an accessibility point of view.

9(2)(f)(iv)

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

9(2)(f)(iv)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Released Under the Official Information Act 1982



Māori NCEA Panel – March outputs report

Introduction

The Māori NCEA Panel (NZC) met on 11 March 2020 to:

- To identify priority outcomes for ākonga Māori in NCEA
- To confirm the Panel's provision of high level advice to the Ministry
- To confirm the role and influence of the NCEA Māori Panel going forward.

The members of the Māori NCEA Panel at that meeting were:

- | | |
|------------------------|------------------|
| • Watson Ohia | • Ne'kol Hura |
| • Raewyn Mahara | • Genae Thompson |
| • Hare Rua | • Nellie Abraham |
| • Tihirangi Brightwell | • Tawai Frost |

Members who could not attend were:

- | | |
|----------------------|---------------------|
| • Campbell Dewes | • Hine Waitere |
| • Rangi Te Whiu Jury | • Christine Te Kiri |

Members of the Ministry present were:

- | | |
|--------------|-----------------|
| • Jason Kora | • Tupu Williams |
| • Kiri Hiha | • Maya Naff |
| • Hannah Yee | • Maria Lute |
| • Rob Mill | |

This summary captures the discussions at the meeting, facilitated by Jason Kora, Tupu Williams and Kiri Hiha.

Mihi whakatau and panel membership:

Panel members had a mihi mihi and hāpori introduction.

Members expressed a desire to represent the aspirations of their respective hapori/communities in ensuring that:

- The mechanisms of government are working for and not against Māori.

- The panel is making space for ākonga Māori to access mātauranga māori and to grow the kete of knowledge and access that our tamariki/mokopuna have to te reo Māori me ōna tikanga.
- Ko te mana motuhake; ā-tamariki, ā-mokopuna, ā-whānau, a-mātua, ā-hapori, ā-te motu whānui hoki.
- We are working with Te Tahūhū o Mātauranga to realise the aspirations of our young people to succeed.
- To provide quality assurance for and influence the direction of the NCEA RAS, over the next 5 years.
- Guiding answers to the question; “What does the successful implementation of Change 2: Mana ōrite mō te mātauranga Māori”, look like, for ākonga Māori in both Māori medium and English medium settings?

9(2)(g)

(i)

Panel purpose and influence:

Being Māori, all panel members voiced a shared accountability to ākonga Māori, to ensure that they are making an impact and effecting transformative change.

Throughout panel wānanga, members expressed the need to unpack the focus that the Ministry of Education has on prioritising Māori influence within the RAS process and to explore what the relationship between the Ministry of Education and the Māori NCEA Panel can look like.

For the panel to effectively provide advice to the RAS, the Panel sought transparency around the upcoming RAS ‘Big Wave’ development to allow the panel to provide fit-for-purpose advice and guidance.

‘One size does not fit all’

The panel expressed the need to recognise and serve both kura auraki and kura rumaki as different contexts with different sets of requirements. This will need to be resolved to ensure that the RAS development process reflects all ākonga Māori, from all Māori medium-English medium settings engaged in NCEA.

Focus on teacher capability

A key concern from all members was building the capability of the sector to ensure that all teachers, not just Māori, are well supported to deliver mana ōrite mō te mātauranga Māori for all ākonga Māori.

The Panel noted that Change 2: Mana ōrite mō te mātauranga Māori requires supporting a shift in how we teach woven throughout current teaching practice and training. This shift would require building Pākehā teacher confidence to teach through a mātauranga Māori lens, alongside building capability in schools to actively engage with te āo Māori and kaupapa Māori. It was also discussed that Māori teachers often face pressure to do this alone at present, and often face pressure to be the remedy to all things Māori.

The point was made that non-Māori leaders are emerging; e.g. Pākehā and non-Pākehā are engaging in rumaki reo classes at Te Wānanga o Raukawa. The signs for a shift in thinking are encouraging.

9(2)(g)

(i)

[Redacted]

[Redacted]

[Redacted]

‘Assessment as an enabler, not a barrier’

Across the group, those representing rumaki Māori and kura auraki agreed that NCEA assessment must be fair, equitable, future focused and grounded authentically in the diverse hapori connections where ākonga Māori live.

The Māori medium group discussed the need for NCEA achievement standards and assessment for Te Reo Māori and Te Reo Rangatira to be well resourced and reflect the types of language used in different contexts: e.g., formal, informal, customary, modern, classical, a wider range of genres and allowance for regional variations in delivery and application etc. A diverse approach may provide more opportunities for assessment to mirror the rich diversity of Te Reo Māori usage within different hāpori / contexts and situations.

9(2)(f)(iv)

[Redacted]

9(2)(g)(i)

[Redacted]

A strong recommendation from members was made around the need for learning area and assessment design to reflect future focused technologies and an updated, relevant, curriculum.

9(2)(g)

(i)

NCEA RAS development:

A presentation and discussion around the NZC RAS development process was led by Maria Lute, Lead Advisor; and Rob Mill, Senior Manager.

Key discussions around the NZC NCEA RAS development focused on:

- How will ākonga Māori respond and see themselves in NCEA RAS development, in the interactions within the classroom with their kaiako, within the learning activities and assessments being designed in the SEGs, and then within the broader qualifications that reflect academic success?
- Who is driving the measuring stick for NCEA success? Where are the iwi, whānau, hapū and hāpori Māori connections and conversations in the development process? The suggestion was made to create collaborative support connections in the rohe, takiwā, hāpori, regions for teachers to connect ākonga Māori to their local settings, within NCEA.
- Pathways will need to be quality assured by iwi, hapū, hāpori, and whānau, to ensure authentic representation and buy in.
- A possibility exists here to group relevant subjects into learning areas that reflect the richness of mātauranga Māori which should not be an ad hoc addition.
- As SEGs will drive the quality modes of assessment, what other supports are available to ensure that access for ākonga Māori to mātauranga Māori in NCEA is not just being pushed by our Māori members.
- Maria Lute offered as a starting point for quality assurance that advice and guidance be given on Trials and Pilots products and that members view the newly released NCEA Level 1 new subject list and consider which of these hold interest to them.
- One of the priority foci the panel identified was to provide guidance for SEGs, through the development of the quality criteria, on how mātauranga Māori would be embedded across NZC subject standards. The panel, supported by Jason Kora and Rob Mill, agreed that it would be necessary for them to wānanga and confirm their input into the quality criteria, prior to SEG training and development happening.

TMoA:

A presentation and discussion around the Te Marautanga o Aotearoa RAS development process was led by Jason Kora, Chief Advisor and Maya Naff, Advisor.

Key questions for the panel discussion around TMoA RAS focused on:

- Ensuring that the seven Wāhanga Ako are refreshed and updated, including reflecting ākonga Māori realities for being relevant to their future pathways. Members from Māori medium contexts emphasised that ākonga Māori are entrepreneurs, they are technology focused and future capable already.
- 9(2)(g)(i) [Redacted]
- We also need ākonga Māori representation and voice here, we would be looking to recent raukura graduates, confident to share their ideas so we can have a discussion about what works for them as ākonga Māori.

Mana ōrite mō te mātauranga Māori:

Members from both English medium and Māori medium contexts identified Change 2 as a key priority for the panel, moving forward. Both groups held strong views, with kura auraki members warning against surface applications of mātauranga Māori in English medium, such as kupu Māori lists or tick box tasks, when mātauranga Māori has many deep context specific layers (e.g. mātauranga Māori of the marae, mātauranga Māori of the whānau, mātauranga Māori of tikanga and mātauranga Māori of entrepreneurship).

A discussion was had around the esteem and use of unit standards, which currently give ākonga Māori rich access to mātauranga Māori learning but are not viewed as having the same academic value as NCEA.

9(2)(g)(i) [Redacted]

Reo Ākonga Māori representation (Student voice):

9(2)(g)(i) [Redacted]

Members discussed the need to include a wānanga consultation process for reo ākonga Māori, to ensure that the NCEA changes authentically reflect ākonga Māori, while making the upcoming changes relevant for all ākonga Māori - through listening to ākonga Māori voice.

The Panel noted that ākonga Māori must have the ability to have this discussion, and be involved as this is a very te ao Māori-tikanga Māori approach and has always been a priority. Do ākonga Māori know about the changes and how this impacts on them? 9(2)(g)(i) [Redacted]

9(2)(g)(i)

Actions:

- The Ministry will send out links to the new Level 1 NCEA subject list for the panel to review and prepare feedback for the most interest subjects for their context.
- Ministry will draft a summary of the hui and circulate to the panel as a record of the key priorities discussed throughout the day.
- Jason Kora will contact Panel members to discuss key priority directions further.
- The TMoA Panel will be informed of the feedback from the Māori NCEA Panel.
- The next NCEA Māori Panel meeting date and agenda will be set tentatively for the 6th April but in light of the present uncertainty around COVID-19, we are currently not booking immediate travel. We will keep the NCEA Māori Panel updated on the process of future hui, as we know more.

Released Under the Official Information Act 1982



NCEA Pacific Peoples Panel – March meeting outputs report

Date: Tuesday 10 March 2020, 9:00am – 4.00pm

Attendees: Panel: Dr. Keaka Hemi, Dr. Michelle Johansson, Robert Solomone, Marie Su’a, Edmond Fehoko, Sialele Alipia, Christine Pili, Joseph Houghton, Dagma Dyck

Apologies: MoE: Miriam Gibson (Facilitator), Mary Moeono-Kolio (Panel Lead), Karen Grice, Utufa’asisili Rosemary Malo (NZQA)

Objectives:

1. Introduce the NCEA programme and get a good understanding of how the panel fits into this work
2. Establish a good foundation and develop some guiding principles for the Ministry and panel members to work together moving forward
3. Provide critical input to support the Subject Expert Groups in developing products and materials for the Review of Achievement Standards

Activity 1 – Who is my village?

As an introductory activity, the group were asked to introduce themselves and who/where they are from as we know that Pacific communities carry the voices of their families and communities with them wherever they go. Panellists were also asked to share what motivated them be on the Pacific Peoples Panel and identify the voices that they feel they bring to the table. This was important so that we could highlight shared interests and motivations, as well as recognising the diversity of perspectives and contexts that are represented in this group.

Activity summary:

The group see this as a real opportunity to make a difference in Pacific learners’ experience of NCEA. Particularly with negative experiences of NCEA such as Pacific students being streamed in and out of certain subjects and pathways which was highlighted as a significant issue.

The panel is made up of a diverse group of individuals across the primary, secondary, and tertiary sector. The regions represented include Waikato, South Island (Christchurch and Blenheim), and Auckland, we have a particularly strong representation from South Auckland, which has the largest number of Pacific learners.

9(2)(g)(i)

Activity 2 - Hopes and Fears

In this activity, the group was asked to share their hopes and fears. These could be hopes and fears about how the panel would work, hopes and fears about the broader education system, or other relevant hopes and fears. The panel wrote down their hopes and fears on post-it notes and we also did a round table and discussed these hopes and fears. Both the written and the verbal hopes and fears are recorded below.

Activity Summary:

HOPES:	
about the NCEA Change Programme	<ul style="list-style-type: none"> • Hope that young people are held at the heart of all that we do • Hope that Pacific knowledges becomes more visible and valued within NCEA. • Hope that Pasifika achievement is significantly improved. • 9(2)(f)(iv) • Hope that we work towards informing NCEA with an underpinning understanding of Pasifika values • Hope that we are able to galvanize our understanding of Pasifika strengths into action
about how the group will work together as a panel and with the Ministry	<ul style="list-style-type: none"> • Hope that young people are held at the heart of all that we do • Hope to work collectively and have measurable outcomes • Hope that we have open talanoa without any bias/deficit thinking. • Hope for a safe space where everyone's contributions are respected • Hope that we are a collective inclusive voice and practice what we preach • Hope that there is strong networking between panel members • Hope that although we have certain terms of reference that wider feedback and the spirit of our feedback will be noted and taken on board • Hope to be connected in with other teams and agencies for Pacific work • 9(2)(f)(iv)
about the bigger picture and the education system	<ul style="list-style-type: none"> • Hope that current pedagogical practice and thinking continues despite change at policy level • Hope that the thinking and ideas in this group will be connected to other key groups in order to allow for meaningful change system wide.
FEARS:	
about the NCEA Change Programme	<ul style="list-style-type: none"> • Fear of tokenism i.e. that this is a tick box exercise • Fear that there is a lack of clarity on what the shifts are that are actually needed to make a meaningful difference. • Fear that we won't have enough time or capacity to support strong, meaningful change • Fear that recommendations look good on paper but is not a living document • Fear of getting lost in the processes and lose focus on the job at hand • Fear that Pasifika Students will not engage. • That this will get lost and labelled by its lowest common denominator (nobody needs to tell us that identity, language and culture matter)

	<ul style="list-style-type: none"> • Fear that we are not listening to what the Pacific research communities have told us e.g. Cherie Chu et al. • Fear that we keep asking the same that have already been answered i.e. "We've been telling you this for 20 years"
about how the group will work together as a panel and with the Ministry	<ul style="list-style-type: none"> • Fear that action in relation to what has already been shared are not utilised or honoured • Fear that there is a lack of mechanisms and supports within the Ministry to ensure that Pacific voices are included i.e. "who has our back at Ministry? Who are our Pasifika people advocates in Ministry?" • Fear that we won't be properly listened to • Fear that our messaging going back to Ministry or there is no follow-up
about the bigger picture and the education system	<ul style="list-style-type: none"> • Fear that schools will change what they're doing • Fear that resources like Tapasā are being underutilised.

Activity 3 (Part 1) – Blue Skies Thinking

In this activity, the panellists were divided into groups of three and asked to answer the following three questions. A summary of responses for each question are outlined below:

Question 1: What are the challenges and barriers for Pacific learners in NCEA?

School environment:

- School were identified as the first barrier. Te Ao Pasifika needs to be given space and valued in schools.
- Streaming of classes - specifically impacts Pacific students when they cut off or are forced into certain subjects and career paths without proper consultation and discussion with the student and their whānau.
- Pacific capability - lack of Pacific teachers and leaders in the school systems makes significant difference in how much a school prioritises and commits to Pacific success in NCEA (and schooling generally)
- A lack of relationship and connectedness with teachers and Pacific students.
- Schools do not foster a sense of belonging for Pacific learners.
- Boards of Trustees (BOTs) also lack Pacific cultural capability and therefore need to be educated and supported to ask the right questions of school leaders.
- Pacific teachers often bear an extra workload because they are seen as responsible for solving Pacific problems
- Lack of Pacific teachers' generally but specifically Pacific tāne (male) teachers.
- Cultural incompetence: Lack of resources and/or the underutilisation of resources such as Tapasā. Principals do not prioritise this workshop as it requires a significant mind-set shift. Teachers find this workshop confronting because it requires teachers to reflect on their practice. Still a tendency to send Pacific teachers to the Tapasā workshop, rather than the teachers who really need it.

Socio-cultural barriers:

- Important to acknowledge Pacific cultural values and the tensions that can often unfold in the school environment, e.g. students being humble or respectful is misinterpreted as rude or disengaged.

- Unconscious bias of teachers makes building trust difficult and therefore establishing relationships that are important to positively engaging with Pacific students.
- Pacific students often do not experience equity within the classroom
- Language is a barrier in NCEA – language used in NCEA standards and assessment resources is presents another barrier, particularly if language acquisition is already a barrier for Pacific students.
- Family/whānau expectations vs reality can often be a challenge for Pacific learners.

Design and delivery of NCEA:

- NCEA itself was identified as a barrier particularly around content and teaching that is not relevant to Pacific learners, their families and their communities.
- NCEA does not prepare our students for further study
- Credit collecting - Students gaming the system by explicitly choosing subjects that do not have exams without understanding the implications and consequences.
- Coherence: NCEA needs to be both logical and creative. It is important that there is room for creativity and adaptability so that students do not end up in survival mode i.e. doing what they need to pass as opposed doing what they need to thrive and excel.
- NCEA should make students **more** confident however the reality is that students become **less** confident as they progress through NCEA.
- Double assessment –content becomes a test of literacy in English which disadvantages Pacific learners
- Workload/time management

Question 2: What does a good experience in NCEA look like for a Pacific learner?

- **Culturally sustaining and responsive:** this means that teachers value introspection when they are developing ways to make learning relevant and safe for their students. This means honouring the students and their families by connecting cultural and linguistic histories of Pacific learners to current realities and making content and contexts relevant.
- **Navigating Identities:** Recognition that Pacific learners are navigating their identities and the more connected teaching and learning is this, the more engaged and passionate Pacific students are likely to be.
- **Cultural capital in the classroom:** recognition that what Pacific learners, their families and communities bring are seen as inherently valuable.
- **Strengths based:** Pacific students experience a programme that is personalised and strengths-based.
- **Honours families:** Parents/ whānau/ community are all part of their learning. Include Pacific families when things are good and bad e.g. Pacific PowerUp (now TalanoaAko)
- **Pacific capability** – Having more Pacific teachers, including in senior leadership could make a significant difference in increasing the success of Pacific learners. Growth is possible but leadership is the lever!
- **Culturally competent, responsible and connected teacher:** We need to have high expectations for our teachers that they will deliver positive outcomes for Pacific learners.
- **Teachers are enacting Tapasā:** Significant increase in secondary teacher turnout for Tapasā workshops. That this is supported and prioritised by principal
- **Multiple pathway options:** Students receive relevant and tailored career advice that sets them up well for UE, or another meaningful pathway. Students do not feel locked into one pathway

Question 3: What does success for Pacific Learners look like in NCEA?

- **Teu le vā:** Pacific students and their language, cultures, histories, and identities are respected and honoured, and that the voices of Pacific communities have been valued and heard.

- **Confident in their identity:** Student’s identities as Pacific people being in intact and strengthened. Pacific learners have been able to weave their stories throughout their NCEA learning. Students are also confident learners and will continue to be post high school - Pacific students are thriving in NCEA and not just surviving.
- **Culturally connected:** Pacific students are connected into their cultures, histories, and stories and confident in their identity as a Pacific person. Pacific young people are connected and give back to their communities and see themselves as global leaders.
- **Multiple pathways:** Pacific students have multiple pathways that they can pursue and are not locked into one. Success is seen as more than just a pathway to university, and that students and their families understand the various pathways available to them.
- **Collective outcome:** this acknowledges that whānau and communities also share in the success of young people because they have been active and included throughout their NCEA journey. Pacific communities including student’s peers remain connected and supportive of one another.
- **Leadership value Pacific success:** This is the ideal model where specific responsibility to support Pacific success and good practice is allocated to a senior leader that then monitors and holds school leaders and staff accountable. This would also including weaving in Tapasā throughout the system, including NCEA

Activity 3 (Part 2) – Blue Skies Thinking - prioritising

Following on from the previous activity, panellists were asked to discuss and then identify the areas they felt should be prioritised when beginning to create guidelines to inform the rest of the programme. In particular, we asked them to identify the priority opportunities and challenges around Pacific success in NCEA and the most meaningful and measurable way we would achieve this:

- 9(2)(f)(iv)

[Redacted]

[Redacted]

[Redacted]

- **Curriculum Re-design with the new NCEA** - With the changes to NCEA, schools will be required to re-look at their curriculum, this is a unique opportunity to provide specific and tailored advice and guidance on how schools can incorporate Pacific learning contexts and content into their local curriculums.
- **Graduate profile outcomes** - Similar to the advice being provided around the Māori Graduate Profile Outcomes, this should also be expanded to include Pacific competencies that honour Te Ao Pasifika, especially since New Zealand continues to call itself a Pacific nation – what does that really mean?
- **Cultural competency** - Cultural competency throughout NCEA needs to be prioritised as it is usually an afterthought.
- **Resourcing** - The work required to achieve the outcomes that have been highlighted for Pacific learners in NCEA will likely present significant challenges, particularly around how we

meaningfully incorporate Pacific priorities within our processes and products, therefore commitment to resourcing will be needed.

Resourcing also includes the considerations around workforce numbers, as well as workforce quality.

Activity 4 – Review of Achievement Standard talanoa

Maria and Terry then presented on the Review of Achievement Standards, and Maya presented on the *Te Marautanga o Aotearoa* approach within Māori-medium.

Discussion summary:

- 9(2)(g)(i) [Redacted]
- 9(2)(f)(iv) [Redacted]
- 9(2)(f)(iv) [Redacted]
- 9(2)(f)(iv) [Redacted]
- **Terminology** - Panellists also noted that the use appropriate terminology is important, for e.g. the use of the word 'diversity' does not necessarily mean that the outcomes will be equitable. What will equity look like from a Pacific perspective? It is important that this is understood and considered at every step of the RAS.

A key action for the Ministry will be to embed Pacific Education Action Plan goals and priorities into our work.

9(2)(f)(iv) [Redacted]

- 9(2)(f)(iv)



Activity 5– Review of Achievement Standards: Pasifika Values Framework

Following on from the previous activity, it was agreed that in order to progress this work, a Pacific Values Framework would need to be developed first. The values piece would be distinct to the guiding principles but will provide a starting point for the development of these principles.

Panellists were asked to first brainstorm Pasifika values that could be incorporated into a framework. Once these values were identified, they were group based on theme and given an appropriate Pacific title which captured the essence of what the value meant in Pacific contexts. RAS products will need to align with the outlined Pasifika values.

While Pacific cultures are diverse, there are common cultural values shared across Pacific communities that drive and influence an individual, a family or community's practices, behaviours, decisions, experiences, motivation for change and outcomes. These cultural values influence how Pacific people live and what matters most to their family and community.

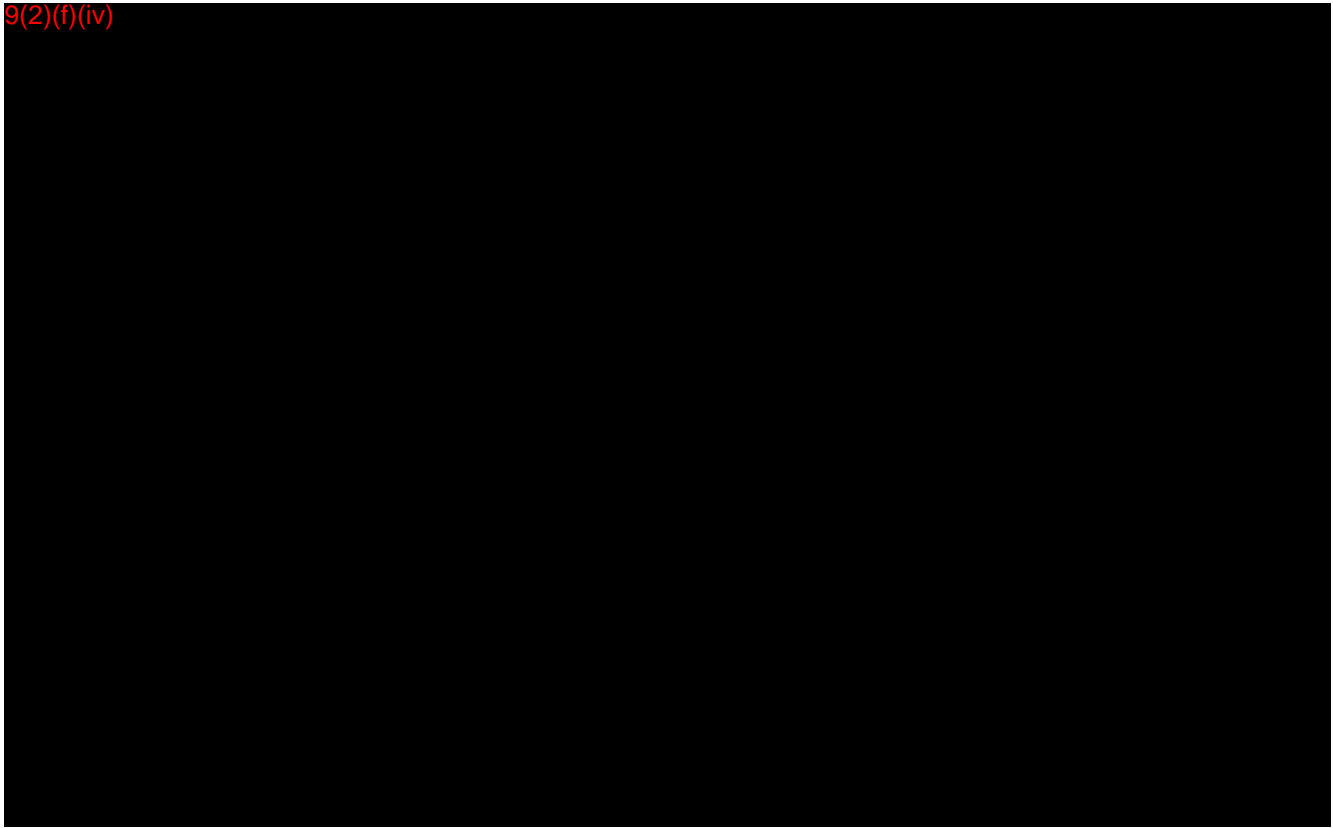
9(2)(f)(iv)



9(2)(f)(iv)




9(2)(f)(iv)




Next steps:






The Ministry will:

9(2)(f)(iv)



9(2)(f)(iv)



- 
- 
- 
- 
- 

4. Clarify how the advice and guidance from the Pacific Panel will be applied and reported i.e. measurement & feedback.
5. We will use the list of priorities that have been developed by the Panel to identify the products and activities that the Pacific Panel can contribute to. This will provide a basis for future agenda's for Panel meetings.



Pathways NCEA Panel – March outputs report

Activity 1 – Hopes and Fears

As an introductory activity, the group was asked to share their hopes and fears. These could be hopes and fears about how the panel would work, hopes and fears about the broader education system, or other relevant hopes and fears. The panel wrote down their hopes and fears on post-it notes and we also did a round table and discussed these hopes and fears. Both the written and the verbal hopes and fears are recorded below.

Hopes

- That NCEA can help learners to have rich and meaningful experiences to ignite interest and passions for their future success
- That you can keep me (the Ministry) honest
- That we are agile enough to be able to engage all learners re: design products
- That the panel is going to be worthwhile, and be able to make a difference to the NCEA Review
- That we work well as a panel
- Hoping for a robust transitions and careers outcome with good industry input
- That cultural well-being will be elevated as a success factor
- That our students with disabilities can be set up on a pathway
- Industry employment needs priority
- That we can broaden our perspectives
- That the panel can influence meaningful change in the NCEA space to make the qualification more fit-for-purpose and achievable through a variety of pathways
- Focus on the needs for individual learners
- Hoping parents will finally have an understanding of NCEA
- That some tangible outcomes are achieved for Pathways
- Pathways is recognised as being valuable to all young people
- Be brave – address complex matters collaboratively
- That we can “see” the pathway/cohesion from NCEA (school) to either work/training or a combination of both
- That we can transform the NZ education system so that it delivers equitable outcomes for Māori and Pasifika learners
- That we amplify the voice of whānau, hapu, and iwi in our decision-making
- That we normalise genuine treaty-based relationships at all levels of society
- That this panel is going to contribute meaningfully to transforming educational outcomes of Māori and Pasifika learners
- Transformation – a hope for a lot more “do!”
- Aligned to entry criteria across tertiary sector... not just university!
- Everybody in the panel feels their voice is heard
- We’re able to have valuable input to all the work going on
- That we can paint a picture about pathways for everyday people
- That we can recognise that it is okay for kids to not always have a clear pathway / know what they want to do, that we can acknowledge they’re still growing
- That different pathways are given status
- That NCEA becomes transparent, that no matter who you are, that you know how to get on and off a pathway, and that that pathways is valued
- That the changes to NCEA strengthen all pathways and create an environment for passion to thrive, with opportunities to learn and explore
- That we can influence the programme to look at broader student needs

- True collaboration
- Crave success
- We work well together
- Challenge the status quo

Fears

- That we won't reach cohesion across the secondary and tertiary sectors
- That a lot is changing, both with achievement standards and unit standards, and we need to work out where things like Trades Academies and Gateway fits
- That the NCEA, RoVE, and NZQA review changes will be contributing to a sense of overload in the sector, which will see talent leaving the education sector, leaving capability gaps
- Less standards meaning less choice and kids/teachers feeling forced into narrow learning
- More externals meaning less innovation in the way knowledge or competence can be demonstrated
- That we will be too unfocused
- Fear it could be a long and drawn out process
- Fear that I'll get bouncier as my sickness progresses
- A lot to take in!
- Slow to implement change
- Fear of too much "hui"
- That we don't target deep change and only focus on window dressing
- UE has too heavy influence on NCEA review outcomes
- That the "ITO world" and unit standards doesn't "fit" with achievement standards
- Industry/employers still can't "see / understand" the educational world
- That the panel work over the next year may be undone by a change of government
- That we don't just represent a female point of view – where are the men?
- That we get derailed by things/circumstances beyond our control
- That nothing will change for Māori and Pasifika in this transformation of the NZ education system
- That our Māori boys will continue to be the group that does most poorly in our education system
- A lot to take in, a lot going on at the moment, and there could be a capability gap
- We get bogged down with where we've been and not where we could go
- How will changes benefit Māori learners, especially boys, and pacific learners and disability learners

Activity 2 – Student personas part 1

This activity used the seven student personas (Luis, Tina, May, Matt, Sam, Jessica, Charlotte). In groups of 2-3, panel members went around the room and looked at the student personas that were up on the walls and, using post-it notes, commented on aspects of these students that drew their attention.

Luis, Tertiary Pathway

Throughout school Luis knew he wanted to go to university and he put a lot of pressure on themselves to achieve good grades. Luis was an active part of the school community; he played sports and got involved with school events. He had a lot of support at home and felt like there was plenty of support at school too. Luis achieved Level 3 with top marks, and really enjoyed his learning experience.

- Does highlight the pressure for young people to know what they want to do at 14/15 years of age
- Push NCEA Level 1 into Year 10 alleviates anxiety of NCEA
- Big jump from Level 1 to Level 2, Level 2 over two years to alleviate stress
- Understand the correlation between doing well in NCEA leads to more opportunities
- Need to improve transition into university, reduce anxiety
- Is Level 3 aligned to university expectations
- Self-determination activated
- Society determining success and pathway

Tina, Tertiary Pathway

Tina has completed NCEA and is now at university. She uses a wheelchair and is also dyslexic. Tina's family advocated throughout high school to ensure Tina got the learning support she needed to be successful. While she was able to access some support, Tina felt like the rules and guidelines were unclear, and wished there was more flexibility in the system. Finding the 'right teacher' was really important to Tina, as she realised that the level of support offered depended largely on the particular teacher.

- Access limited, lower teacher expectations
- Lack of advocacy for her at a key stage – e.g. no computer
- What needs to happen for school / teachers to change mind-set / culture (expectation, attitude) around students with disabilities
- Careers advisors needs relationship with SENCO
- Seek external support to enable pathway success
- Potentially the school was not well-equipped to deal with students with disabilities
- Tools to visually show how to plan strong pathways (like WECA engineering)

May, Tertiary Pathway

May been in New Zealand for three years. She has had a lot of personalised support from her school to help her settle and transition into a new system and culture.

- NCEA quite different from other international school qualifications
- Need a better induction into the NCEA system, a support programme that fades out over time
- Unpack jargon, scheduling of assessments, long term view of pathway (pre-requisite standards, job salary range)
- Took 3 years to grasp NCEA. Is there support for new arrivals?

Matt, Vocational Pathway

Matt struggled to fit in at school. He didn't have many friends, and felt like his teachers didn't 'get him'. He often struggled with his school work and didn't think there was anybody at school who could help him.

- What is the messaging from teachers to Matt? Early interventions.
- Consistency?? (across year levels)
- What is the messaging the gateway coordinator is giving here?
- Industry and tertiary messaging?
- Everyone should be able NCEA
- Change the weighting of pathways vs credits (enable pathways)
- Reduce anxiety, focus on wellbeing
- Is level 1 too early for Matt pressures of achieving credits too early
- Let Matt feel his way into the world of work via these programmes
- Lucky he had a great employer!

Sam, Employment Pathway

Sam was diagnosed with anxiety when he was 16. With the support of his teachers, parents and the learning support systems provided by the school, he was able to reduce his anxiety and achieve in both internals and externals.

- Not getting key info earlier (UE)
- Important to do careers work pre-NCEA
- Subject selection / checking not done early in the year. Shows careers help is important in school.
- Has anyone established the best learning models will work for Sam? Why university?

- Who paid for the testing to get the Anxiety diagnosed and therefore SAC approved? Disparity of access?
- Where was the support? Level 2 entering Level 3
- Does he have balance?
- Discussion coming into Level 3 on goals for future what pathways are open and what needs strengthening
- Where was the pathways support from school to work / training?
- How can NCEA maintain motivation and passion not kill it?

Jessica, Employment Pathway

After being caught with drugs and alcohol, Jessica was expelled from her school and spent time at a small education centre which is focused on meeting the individual needs of students. While she still struggled with behavioural issues, she found that the more targeted approach worked better for her.

- Hasn't established area of passion or built a connection
- Had difficulty transitioning, no key relationship with someone in year 9/10
- Needed transitioning assistance
- Feeling like she belongs
- How are students supported to understand subjects and pathways
- Set context
- Apprenticeship pathway
- Difference began when her needs started being met, and a course was tailored for her
- Feeling like she belongs

Charlotte, Tertiary Pathway

Charlotte is well-liked by her teachers and has a good group of friends. She keeps out of trouble and does what she needs to get through school and keep her parents from getting too involved.

- Don't have confidence to make informed decisions
- No context for students about what NCEA is
- Huge anxiety issues leads to low mental health
- No collaboration re learning plan for student to address workload
- What career exploration has she done?
- No inspiration, just doing

Activity 2 – Student personas part 2

Once seated again around the table, we asked the panel members to write on post-it notes 3-4 key opportunities and challenges with regards to pathways that were top of mind for them, after doing the student personas activity. Then, the panel members discussed in small groups and identified themes, reporting back to the wider group the priority opportunities and challenges. These were recorded on paper sheets.

Post-it notes

- Having careers discussions is important to help young people develop some pathways
- Need for subject selection advice from careers advisors / deans at start of year, very important
- Focus on primary to secondary transitions as well as secondary to tertiary
- Frameworks for building relationships
- Transition consistency – primary/secondary
- How do we help schools and key influencers to put the learner at the centre (how they learn, what they need to know)
- Putting things in context, awareness of what's actually out there

- Consistent messaging re academic and vocational education pathways
- Supporting young people who have learning issues is not easy / clearly set out – funding?!!
- Life-long learning – employment is a continual learning pathway
- Being able to make good subject choices – to keep pathways open
- Support from adults – whānau, careers, teachers, SENCO
- Report on pathway transition data (versus NCEA outcomes) – elevate – what do we value
- Degree is a degree, wherever delivered – conscious learning styles
- Are we asking young people to make key decisions about their lives without giving them support (career maturity)
- Subject teachers need to include info in their subjects about the pathways and directions students could go. Contextual
- Communication of coherent pathways that start at year 7 (resource)
- PLD with schools to develop coherent pathways curriculum framework (PLD)
- Campaign with schools / government agencies to lessen anxiety / pain points for students (long goal) versus short term school results
- Lack of context
- Too many profiles seemed to point to university and ignored other provider types / pathways
- Lack of support mechanisms to help kids transition into year 9 and make good choices
- Building relationship between school and students, so students and parents feel comfortable addressing issues
- Preparation for learning
 - Context
 - All options
 - Equity in what success looks like
- Need for pastoral care and career work to be started earlier i.e. entering high school
- Importance of knowing the whole student
 - Not just academic focus
 - Cultural context
 - Why are they there?
 - What's important to them
- Missing links on transitioning from one year to the next
- Where and what is offered after kids leave school and start work / training with regard to support
- Lack of understanding of NCEA and how to move forward into next year
- Include reference that help to unpack the jargon of NCEA e.g. difference between the grades
- Alternative pathway
- Introduction to careers at year 9 – throughout their schooling
- Create a visual tool for students to map their career plan
- Educate teachers about the real world

Paper sheets

- Relationships between schools and communities vial to be comfortable and focus on transitions
- Different pathways – need more understanding of different models – visibility
 - Foundation to a lifelong learning journey
- Subject selection / career discussion is important – CONTEXT – needed in-class too
- Importance of relationships, at transition points, including when leaving school and between levels
 - Knowing the “whole student”, cultural context, what's important to them
- Regional factors and differences between schools
- Conversations earlier, from year 7, and how can we visually show or map these pathways
 - Link to subject selection
- PLD, support to integrate across school and build on relationships
 - In the community, not one size fits all
- Truly valuing pathways, not just NCEA data i.e. transition data

9(2)(g)(i)

9(2)(g)(i)

[Redacted text block]

Activity 4 – Links to the Review of Achievement Standards part 1

Richard then began to introduce the group to the Review of Achievement Standards, highlighting that the RAS is one of the most concrete things we are doing at the moment that will influence schools.

Maria then presented on the RAS. Noted below are some of the questions that were asked by the group.

9(2)(g)(i)

[Redacted text block]

9(2)(g)(i)

[REDACTED]

9(2)(g)(i)

Activity 4 – Links to the Review of Achievement Standards part 2

Maria then asked a series of focussing questions which led to robust discussion. This discussion was captured on paper sheets up at the front, and also from notetaking.

9(2)(f)(iv)

[Redacted content]

[Redacted content]

9(2)(f)(iv)

[Redacted content]

Māori NCEA Panel

Session: Introduction

- In person: Tihirangi, Raewyn, Ne’kol, Hine, Nellie, Watson, Genae, Hare.
- Online: Campbell, Christine.
- Apologies:

Session: Reconnecting

Any questions / things front of mind as we reconnect?

- 9(2)(g)(i) [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]
- | [Redacted]

Session: NCEA Change Programme

Overview of what’s happened so far

- 9(2)(g)(i) [Redacted]
- | [Redacted]
- | [Redacted]

Any questions on the journey to date?

- 9(2)(g)(i) [Redacted]

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Priority subjects / products

Time commitment for reviewing a subject: just over 4 hours per subject; What subjects; what products; how would you like to review (highest uptake: TRM, English, H&PE, social sciences, arts)

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Products

- 9
(
2
)
(
g
) [Redacted]

- 9(2)(g)(i) [redacted]

How might this work be reviewed?

- 9(2) [redacted]

Graduate profile

What's the best way for the qualification generally to speak for the aspirations that all learners – and Māori learners – have for NCEA?

- 9(2)(g)(i) [redacted]

Meeting the requirements of the graduate profile, how do incorporate those aspects? How do we make sure that other stuff looks as / more important?

- 9(2)(g)(i) [redacted]

- [redacted]

9(2)(g)(i)



- 9(2)(g)(i)
- 

Change Programme

Review of Achievement Standards

Note: in the development pipeline diagram, could be more explicit about where we're at – and what points the panels feed into this

Developing guidelines

See attached photos for written feedback from guidelines workshop. Notes below are what was captured in group discussions / feedback.

Initial thoughts, key considerations of what has been drafted so far

- 9(2)(g)(i)
- 
- █ 
 - █ 
 - █ 
 - █ 
 - █ 
 - █ 

9(2)(g)(i) [Redacted]

Are these the right values? Or do they need a little bit of work?

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Practically, what is needed to turn feedback into guidelines?

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Identifying priority subjects

How to determine which subjects would be important

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Subjects?

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- 9(2)(g)(i) [Redacted]

[Redacted]

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]

Pacific expertise and voice

9(2)(g)(i) [Redacted]

Summary and Next Steps

9(2)(g)(i) [Redacted]

- [Redacted]
- [Redacted]

Parking lot questions

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Released Under the Official Information Act

Pathways NCEA Panel

Introduction

- Attendees: Jane, Jamie, Craig, Emma, Evelyn, Aiono, Nicky, Leah.
- Apologies: Leah (morning only), Shaaron.

Session: Reconnecting

Session: NCEA Change Programme

Any questions or comments? What's happened since we last met?

- 9(2)(g)(i) [Redacted]

[Redacted]

[Redacted]

[Redacted]

9 [Redacted]

2 [Redacted]

9 [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

2 [Redacted]

[Redacted]

[Redacted]

- *Ministry response: Every young person brings strengths and aspirations with the right support can achieve success – with this work, how can we ensure the products are created in a way where ...more learners are going to find this learning relevant, valuable and prepare them for their next step in their pathway. Products need to achieve the shifts where at a teacher level, products are ... and at a school level...Education website, pathways section: doesn't acknowledge English in the connection with non-academic, traditional literature based learning. No prompt for teachers to think more widely, and engage more widely. Classroom is connected to the world of work.*

Review of Achievement Standards

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]

Developing guiding principles

Re-introduced guiding principles from meeting 1

General comments:

- 9(2)(g)(i) [Redacted]

Learner-centred box:

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Pathways and future focus / Beyond school context boxes:

- 9(2)(g)(i) [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- *Ministry: How can we support teachers to create learning for all students in this way, but also not impose an unmanageable workload – how can products make inclusion the default, make learning relevant across students, and allow teachers with a manageable workload to deliver this personalisation.*

- 9(2)(g)(i) [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

Discuss the draft critical perspectives criteria based on guidelines

Pacific criteria:

- 9(2)(g)(i) [Redacted]

Rationale

- 9(2)(g)(i) [Redacted]

| [Redacted]

| [Redacted]

TLAG

- 9(2)(g)(i) [Redacted]

| [Redacted]

- 9(2)(g)(i) [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

| [Redacted]

- Parking lot:

9(2)(g)(i) [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- Ministry: Think about [the Course Outline] as an optional case study – not prescribed or required to help teachers fit things together, particularly when dealing with unfamiliar products and unfamiliar ways of learning

9
(
2
)

[Redacted]

g
)

[Redacted]

(
i
)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Achievement Standards

- 9(2)(g)(i) [Redacted]

[Redacted]

[Redacted]

9(2)(g)(i) [Redacted]

- Parking lot:

- 9(2)(g)(i) [Redacted]

[Redacted]

Priority subjects / products

Products

- Advice on modes of assessment:

- 9(2)(g)(i) [Redacted]

[Redacted]

Subjects

- 9(2)(g)(i) [Redacted]

[Redacted]

- 9(2)(g)(i)

Summary

Released Under the Official Information Act 1982