



Briefing Note: Minister Tinetti's meeting with University of Waikato academics

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	26 August 2021	Priority:	Low
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Purpose of Report

The purpose of this paper is to support you in a meeting with University of Waikato academics from 3:30-4:00pm on Wednesday 1 September in your offices.

You will be meeting with Professor Alister Jones, Senior Deputy Vice-Chancellor and Dr. Cathy Bunting, Director Wilf Malcolm Institute of Educational Research. Pauline Cleaver, Associate Deputy Secretary, Early Learning and Student Achievement (ELSA), from the Ministry will attend the meeting with you.

Summary

- Professor Alister Jones (University of Waikato) and Dr Cathy Bunting (Wilf Malcolm Institute) have requested a half-hour meeting with you in Wellington, on Wednesday 1 September.
- The agenda is to continue discussions arising from the *Centre for Asia-Pacific Excellence (CAPEs) Teacher Forum: Growing Global Citizens*, to discuss the Royal Society Te Apārangi report that Prof. Jones recently chaired on the Technology Achievement Standards, and also to discuss 'global citizenship education' in *The New Zealand Curriculum* refresh.
- Supporting you at the meeting will be Pauline Cleaver, Associate Deputy Secretary, Early Learning and Student Achievement (ELSA), from the Ministry of Education.

Proactive Release

- a **agree** that this briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

☒ **Agree** ☐ **Disagree.**

Pauline

Pauline Cleaver
Associate Deputy Secretary
Early Learning and Student Achievement

Jan Tinetti

Hon Jan Tinetti
Associate Minister of Education

26/08/2021

26 /08/ 2021

Background

1. You were invited to speak virtually at the CAPEs Teachers' Forum on 6 July [METIS 1263878 refers]. The Teachers' Forum is a flagship education initiative of the CAPEs, with this year's event being the inaugural forum.
2. The aim of the forum was to inspire and empower participating teachers and school leaders to embrace opportunities for developing students' interest in the CAPEs regions, and to implement global citizenship education. The forum was arranged around three themes that are core to global citizenship education:
 - global identities
 - global connections
 - global challenges.
3. Your office has asked for:
 - general themes from the forum that might be discussed at the meeting
 - information to support discussion of the Royal Society report that Prof. Jones recently chaired on the Technology Achievement Standards
 - Information on 'global citizenship education' in *The New Zealand Curriculum* (NZC) refresh.

Your attendance at the CAPEs Teachers' Forum on 6 July 2021

4. You opened the inaugural CAPEs Teachers' Forum, which was hosted over two days online and at the University of Waikato's Hamilton campus, with a short virtual speech which included topics such as:
 - global citizenship education and the education system
 - global citizenship education and the curriculum
 - the importance of growing our young people as global citizens
 - opportunities to connect with other countries and cultures.
5. Prof. Jones and Dr Bunting have asked to hear your thoughts on the Teachers' Forum, and to continue discussions arising from the Forum. The event on 6-7 July was the inaugural forum, and the vision is for it to become an annual feature of the educational calendar.
6. Issues that the CAPEs Teachers' Forum have identified as important, and could be likely to be raised in the discussion include:
 - New Zealand as part of a global ecosystem – the importance of this for economic, social, and environmental prosperity.
 - Our responsibilities as New Zealanders and as global citizens in relation to the sustainable development goals.
 - The importance of growing young people as global citizens, and the role of formal education opportunities.
 - The importance of knowing who we are as New Zealanders and Tangata Tiriti before we can know who we are as global citizens.
 - Opportunities to connect with other cultures and countries even in the current climate of border restrictions – the rich diversity of our communities, opportunities for digital connections (e.g., schools that are creating or maintaining connections with schools overseas using digital connections).
 - A commitment and willingness of those at the forum to learn and to grow, connecting with each other to build a network of support that will help to embed and sustain global citizenship education across Aotearoa [METIS 1263878 refers, for our response to these issues].

Royal Society Te Apārangī report on the Technology Achievement Standards

7. Prof. Jones and Dr Bunting would like to discuss the Royal Society Te Apārangī (RSTA) report that Prof. Jones recently chaired on the Technology Achievement Standards.
8. The Ministry is currently working through the most significant reform of NCEA since the qualification was introduced in 2002. As part of the Change Programme all new Achievement Standards for subjects are being developed.
9. After a meeting in 2020 with the Ministry about the NCEA Change Programme, the RSTA agreed to lead an expert group to develop an independent report to support the Ministry's consideration of the proposed NCEA Level 2 and 3 subject list for Technology and to inform submissions for the proposed NCEA subject list consultation.

Terms of Reference

10. The panel were to provide feedback and advice to the Ministry's Secondary Tertiary team on:
 - The relationship between NCEA, the NZC *Te Marautanga o Aotearoa* (TMOA) and industry-derived Technology and Hangarau learning, noting that the immediate focus is on Technology in the NZC.
 - How the senior secondary system can effectively support Technology and Hangarau pathways at NCEA and into further study and employment.
 - The Review of Achievement Standards and development of subjects at NCEA Levels 2 and 3 (including New Zealand Scholarship).

Panel

11. The RSTA established the panel which produced the report. Panel members include:
 - **Professor Alister Jones** (chair) (University of Waikato)
 - Dr Andrew Cleland FRSNZ (Royal Society Te Apārangī)
 - Angela Christie (United Fire Brigades Association)
 - Astrid Visser (Massey University)
 - **Dr Cathy Bunting** (University of Waikato) (special contributor)
 - Cheryl Pym (University of Otago)
 - Dr Cliff Harwood (NZ Defence Force)
 - Kane Milne (Te Wānanga o Aotearoa)
 - Mary-Claire Proctor (Wellington Institute of Technology and Whitireia Community Polytechnic)
 - Thomas Mitai (Te Whare Wānanga Awanuiarangi)
12. Several of the panel members have played significant roles in supporting the development of New Zealand's Technology Curriculum from the 1990s onward. The published works of two panel members in particular, Professor Alister Jones and Dr Cliff Harwood are referenced throughout the report.

The report

13. The report initially focuses on the relatively recent history of Technology Education in New Zealand schools and the intent of the Technology Learning Area in the NZC.

14. The report argues that the aims of the Technology Curriculum – to move classroom practice away from technical education towards innovative problem solving, or “intervention by design” – have not been fully realised in schools.
15. The report also suggests that Technology education in schools often only covers a part of the curriculum.
16. The report was released in early July while the NCEA Subject List consultation was open.

Findings

17. The report suggests there has been a recent shift in schools back towards technical education and that teachers need professional development and support to implement the Technology curriculum as intended.
18. Te ao Māori and Mātauranga Māori have an integral role in the education of Technology for students in New Zealand and the report suggests there needs to be alignment between the Technology in the NZC and Hangarau in TMOA.
19. The report is critical of specialisation within the subject at secondary school, suggesting that a more general approach to Technology coupled with study in other disciplines better prepares students for further tertiary study in technology related fields.
20. The panel see the Review of Achievement Standards as part of the Change Programme as an opportunity to realign NCEA assessment with the Technology Curriculum.
21. The report proposes that there should be three subjects at NCEA Levels 2 and 3:
 - **Digital Technology:** Applying computational thinking and creating digital outcomes. This subject would look similar to the current “Digital Technologies” subject
 - **Design in Technology:** Exploring feasible spatial and product designs by modelling and drawing. This subject may look similar to the current “Design and Visual Communication” subject
 - **Development in Technology:** Making fit-for-purpose products, artefacts, devices or outcomes. This subject would amalgamate Construction and Mechanical Technologies, and Processing Technologies
 - The current Generic Technology Achievement Standards would be removed
22. To avoid the streaming of academic and vocational systems, the report recommends that University Entrance and Vocational Entrance are suspended, as tertiary providers can determine a student’s suitability for further study.
23. The report suggests Workforce Development Councils (the new standard setting bodies for Unit Standards) and the Ministry work together to support student progression towards Levels 3-5 qualifications.

Public engagement on proposed NCEA Levels 2 and 3 subjects

24. Public engagement on proposed NCEA Levels 2 and 3 subjects began before the report was released, though the Ministry was aware of the content of the report prior to publication.

25. The list of proposed NCEA Levels 2 and 3 subjects, announced by Minister Hipkins, and presented by the Ministry as part of public engagement, proposes five subjects in Technology. These subjects align to the five technological areas that make up the Technology Learning Area (revised at the end of 2017):
- Design and Visual Communication
 - Materials Technology
 - Processing Technology
 - Designing and Developing Digital Outcomes
 - Computational Thinking
26. An alternative proposal, aligned with the recommendations in the RSTA report, is also presented as an option as part of public engagement.
27. Public engagement on the proposed Levels 2 and 3 subjects includes targeted questions about which proposal would be more appropriate.
28. The window for engagement closed on 13 August and data is being processed.
29. Based on preliminary findings from the feedback, technology educators are split on the desirability of the RSTA proposal. In particular, the sector is worried that having only three subjects would reduce opportunities for specialisation.
30. The Ministry of Education will provide Minister Hipkins with advice on the subject list in early September.

Global citizenship education in *The New Zealand Curriculum* refresh

31. The national curriculum for schooling will be refreshed over the next five years so it is clearer, more relevant, and easier to use. We want all our young people to see themselves in their learning and get the learning they need.
32. From 2021 onwards, we will refresh the overall framework of the NZC for schools, so it honours Te Tiriti o Waitangi and is inclusive of all learners. This includes refreshing the 'vision for young people'. We will work in a phased approach over five years and will refresh each learning area, beginning with Social Sciences this year. The refresh will be designed with schools, boards, whānau and communities.
33. The learning areas in the NZC are not currently clear about the learning that must be covered, or consistent in the approach across the eight learning areas. The refreshed NZC will provide clear expectations for teaching and learning and greater guidance for schools on what teachers should teach and when. It will make it clearer for teachers, boards, parents and whānau what learners should understand, know, and do as they progress through their schooling.
34. The new content structure for the learning areas of the NZC, which you have recently agreed to, has been tested through the draft Aotearoa New Zealand's histories content, which is a new approach to describing learning expectations within learning areas of the NZC. The content structure for each learning area will include practices that bring rigour to learning and inquiry, including:
- an Understand, Know, Do content model
 - a Learning Progression Framework of progress outcomes.

35. The first learning area to be refreshed will be the Social Sciences learning area. The NZC promotes global citizenship through its vision, values and principles. We want our children and young people to be confident, connected, lifelong learners who contribute to social wellbeing by participating actively, both locally and internationally. The purpose of the Social Sciences learning area is for students to understand 'how societies work and how they can participate and take action as critical, informed and responsible citizens'.
36. The New Zealand National Commission for UNESCO, the Secretariat of which sits within the Ministry, has selected Global Citizenship Education (GCED) from among the SDGs as a strategic target area until this year. Its work in GCED provides opportunities for individuals and groups to build capability and share expertise, strengthening networks and making Aotearoa initiatives visible and empowering to all.
37. The Ministry is planning for the refreshed Social Sciences draft content to go out to a range of schools for testing from September 2021. Feedback and responses will then be gathered through a survey that goes to each school that has taken part. Other stakeholders will also be involved in this phase of testing, including government agencies, iwi, employers and industry, and youth groups.
38. Following the completion of the refresh of the Social Sciences learning area, it is expected that teachers and communities will be able to focus their time on the decisions they need to make, to deliver learning experiences and effective practices in this learning area that support the learning progress of every ākonga. Each learning area will have a focus on supporting ākonga to be global citizens and collectively, they will support the (current) and draft curriculum vision for young people to be global citizens.
39. The new Understand, Know, Do model will frame knowledges and the big conceptual ideas. This approach will make explicit the important concepts (e.g., global citizenship), contexts and actions for learning and will also incorporate Mātauranga Māori alongside western knowledge. One of the draft 'big ideas' focuses on the way people are connected locally and globally, which will help teachers think more explicitly about what these connections mean: *'relationships and connections between people, across boundaries and with the environment have shaped societies'*.
40. The Understand, Know, Do model will explicitly weave in key competencies and literacy and numeracy into the national content. This part of the content structure is key to enabling more seamless integration and transfer of knowledge, skills, and competencies across the curriculum, including the competencies need to be a global citizen.
41. We will also make clear the relationship between learning areas and NCEA subjects in the curriculum structure. The essence statement will provide clarity about the important foundation learning across years 1-10 that then provides the base to specialise in the specific subjects that draw from and extend the knowledge base in Years 11-13.
42. It is possible that Prof Jones and Dr Bunting may ask about what is happening to ensure Initial Teacher Education (ITE) providers are kept abreast of the refresh of the NZC. We know that ITE providers will be key in ensuring the refreshed curriculum is successfully implemented and that graduating teachers understand the new content. Discussions are already under way with ITE providers around how to ensure graduating teachers are well-prepared for curriculum delivery. Ministry officials will be meeting with the New Zealand Council of Education Deans and ITE Programme Leads

on 27 August, including the University of Waikato, to update them on educational changes, including the NZC refresh.

Proactive Release

43. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Proactively Released