

Cabinet Paper material

Proactive release

Minister & portfolio	Minister Hipkins, Education
Name of package	Government Response to the Petition of Esther Hansen
Date considered	7 March 2022
Date of release	4 May 2022

These documents have been proactively released:

Cabinet Paper: Government Response to the Petition of Esther Hansen

Date considered: 7 March 2022

Author: Minister Hipkins

Attachment: Government Response to Petition 2020/125 of Esther Hansen

Date considered: 7 March 2022

Cabinet Minutes: CAB-MIN-22-0053

Date considered: 7 March 2022

Author: Cabinet Office

Cabinet Committee Minutes: LEG-22-MIN-0013

Date considered: 2 March 2022

Author: Cabinet Office

Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

Government Response to the Petition of Esther Hansen

Proposal

- 1 This paper seeks approval of the Government's response to the petition of Esther Hansen, 2020/125: "Stop curriculum change to collapse five Visual Arts into three at level 2 and 3".

Background

- 2 On 19 August 2021, Esther Hansen submitted a formal petition signed by 2,318 people, with supporting evidence and a letter of support from Steve Lovett, Artist and Tertiary Educator, to urge the Government to stop the change to collapse the five Visual Arts subjects from Painting, Printmaking, Sculpture, Design and Photography down to three subjects Design, Photography, and Visual Arts.
- 3 The changes are part of The NCEA Change Programme, a work programme led by the Ministry of Education to deliver a package of seven changes aimed at strengthening NCEA. A significant number of the changes to NCEA are being delivered through the Review of Achievement Standards (RAS). The RAS involves developing new NCEA standards across a range of subjects. These new Achievement Standards will replace all existing NCEA Achievement Standards.
- 4 For the provisional NCEA Level 2 and 3 *New Zealand Curriculum* (NZC) subject list, the Ministry proposed consolidating five Visual Arts subjects (Design, Photography, Printmaking, Sculpture, and Painting) into three subjects: Design, Photography and Film, and Visual Arts (a proposed new subject intended to foster opportunities for ākonga to explore, refine, and communicate artistic ideas through either a single art form or a combination of art forms). The proposed Visual Arts subject was intended to support Painting (a subject with high student numbers), while also bolstering the numbers of Printmaking and Sculpture, which have low student numbers.
- 5 During public engagement, the proposal to offer a single Visual Arts subject drew strong negative feedback. This feedback highlighted the importance of Painting as an entry point to, and pathway, particularly through the arts for students in low-decile schools. Respondents touched on the significance of Printmaking to Pacific students, who may use this medium to explore cultural artforms and knowledge; and raised concerns about the possible implications for Visual Arts staffing and specialist capability.
- 6 In response to this feedback, we recommended development of both the proposed Visual Arts subject and a standalone Painting subject. Along with Design, and Photography and Moving Image, this brought the total number of Visual Arts subjects at NCEA Levels 2 and 3 to four. The Ministry believes this decision balanced the need to future-proof the Visual Arts, to develop subjects with sustainable student numbers, to ensure equity for ākonga in low-decile schools, and to support the integrity of Painting as an art form.

- 7 Since Ms Hansen's Petition was submitted in August 2021, the Minister of Education announced the final NCEA Level 2 and 3 subject list, which includes Painting as a standalone subject. We therefore respond primarily to Ms Hansen's concerns with the discontinuation of standalone Printmaking and Sculpture subjects.

Proposed response

Changes to the Curriculum

- 8 Ms Hansen believes that by removing the standalone subjects for Printmaking and Sculpture the Ministry is making changes to the Curriculum, which would result in students losing options and being disadvantaged. The intent of the NCEA Change Programme is not to change the Curriculum but rather to redesign the suite of standards within each subject against which students will be assessed to gain NCEA. Its aim is to have fewer overall standards which cover a broader range of knowledge, skills and capabilities.
- 9 There is a distinction between the National Curriculum (the framework for teaching and learning), and the subjects available for credentialing in NCEA. Printmaking and Sculpture remain valued disciplines within the Curriculum. Teachers and kaiako will continue to have flexibility to design local and localised courses, choosing from a wide range of Visual Art making practices inclusive of Printmaking and Sculpture, incorporating many forms of artistic expression.
- 10 It is the government's view that the flexibility of the Visual Arts subject achieves the goals of RAS and allows Printmaking and Sculpture practice to be assessed within, and under its wider standards, reducing the need for standalone subjects. A similar approach is taken in the Technologies, with Materials and Processing, where students are credentialed in a range of practices such as soft-material and hard material.
- 11 However, it is important to note that there is a separate ongoing refresh of the NZC and *Te Marautanga o Aotearoa* (TMoA) in progress, which will provide opportunities for teachers and kaiako to feedback on how Visual Arts teaching and learning is supported in New Zealand schools and kura.

Workforce

- 12 Ms Hansen expresses concern that the changes will result in increased teacher workloads, indicating that schools will have to offer combined courses that cover both Printmaking and Sculpture. This is not what the Ministry intended. There will be flexibility for schools and kura to structure their courses to reflect ākonga interest, teacher capability and resourcing.
- 13 The petition also argues that a lack of resourcing and development opportunities for Visual Arts teachers is responsible for the low uptake of Printmaking and Sculpture. When forming the recommendation to discontinue Printmaking and Sculpture as separate subjects, the Ministry considered the availability of a suitably qualified workforce – a consolidated Visual Arts subject allows for professional development and resourcing adaptive to the expertise of the teachers, through avenues such as Subject Associations and NZQA.

Specialisation

- 14 The petition suggests that the new Visual Arts subject contradicts the government's policy intent of providing opportunities for increased specialisation at NCEA Levels 2

and 3. In particular, Ms Hansen argues that the Arts is the only Learning Area to lose subjects at Levels 2 and 3. The government's view is that the changes will ensure meaningful specialisation that incorporates interdisciplinary learning by putting teaching and learning at the forefront.

- 15 The overall number of NCEA subjects in the Arts Learning Area has not decreased, with the introduction of the new Mau Rākau subject, and the learning and credentialling available to learners remain the same. Per the final subject list, we have reintroduced Painting as a separate subject, and Printmaking and Sculpture will be incorporated within Visual Arts. The Visual Arts subject enables Printmaking and Sculpture courses to be fully credentialed, whilst also allowing students to work cross-discipline and into new and emerging practices such as time based and digital rendering etc.
- 16 The position of the government is not to decrease the number of Arts subjects, but to provide full support for subjects in the Arts. This can be evidenced through our decision to continue standalone subjects for Painting, Photography and Moving Image, and Design subjects, which will allow for each of these disciplines to develop specialised, discipline-specific assessments. Drama, two Music subjects, and Dance offer a range of Performing Arts opportunities to learners, and the introduction of two new mātauranga Māori subjects, Te Ao Haka and Mau Rākau, signals further opportunities for ākonga Māori to achieve educational success as Māori.

Supporting diverse learners

- 17 Ms Hansen suggests a direct link between equitable outcomes for ākonga and having standalone Printmaking, Sculpture, and Painting subjects. In particular, it is claimed that the removal of standalone support for Printmaking and Sculpture will limit options for gifted students, Māori and Pacific Visual Arts learners, English for Speakers of Other Languages (ESOL) and refugee learners, and neuro-diverse learners.
- 18 As noted above, the Visual Arts subject will allow for a range of Visual Arts practice and teaching inclusive of printmaking and sculpture. It is consistent with the Ministry's goal to remove assessment as the focus. The goal of RAS is to put teaching and learning at the front, which would allow meaningful learning that incorporates interdisciplinary learning.
- 19 The Ministry also examined data on student participation in Visual Arts. In 2018, 20 students at Level 2, and nine students at Level 3, took 14 or more credits in both Printmaking and Sculpture (that is, a full year programme of learning in both subjects). As very few students do both subjects, it is highly unlikely that specific groups will suffer disproportionate impacts. Those who are impacted will still have other Visual Art options available to them and are highly unlikely to be disadvantaged in their pathway.
- 20 The government notes that through the RAS, all new Achievement Standards must fully support and include mātauranga Māori and Pacific knowledges. In addition, the introduction of new subjects such as Pacific Studies and Whaiora create dedicated spaces for deeper exploration of mātauranga Māori and Pacific knowledges.
- 21 Nevertheless, survey respondents and other submissions received during public engagement did draw our attention to an important consideration for equity: that Painting may act as an entry point to, and pathway, through the Arts for students in low-decile schools. This claim is robust, since we know that some schools and whānau cannot always afford the resources, such as specialist technological equipment, required to engage in Design and Photography. The government is grateful to the sector and wider public for drawing this to our attention, and it was consideration of

equitable outcomes for all ākonga that led us to include Painting, alongside Photography, and Design subjects, on the final NCEA Level 2 and 3 subject list. Along with Visual Arts, a standalone Painting subject ensures schools and kura, particularly those which cater to less-wealthy communities, are supported to deliver two accessible Visual Art subjects for their learners.

Raranga and Whakairo

- 22 The petition expresses disappointment at the government's decision to defer proposed new mātauranga Māori subjects Raranga and Whakairo. While this appears to go beyond the petition's scope, the government takes this opportunity to reiterate our commitment to these deferred subjects. In the Ministry's final NCEA subject recommendations to the Minister, the Ministry stated that Raranga and Whakairo should be delayed until parallel TMoA subjects (Raranga and Toi Whakairo) are developed. The rationale for this decision arises from the feedback provided to us by Māori-medium peak bodies.

Clarifying NCEA Data

- 23 Low and unsustainable student numbers in Printmaking and Sculpture also informed the government's decision for a single Visual Arts subject at NCEA Levels 2 and 3.
- 24 However, Ms Hansen's petition suggests that the government has used "erroneous data" to support its claims that Printmaking and Sculpture suffer from low student numbers. The inconsistencies in numbers identified by Ms Hansen in fact reflect the different sources of information used. Ms Hansen refers to the publicly available data on Education Counts, while we have based our analysis on NZQA's achievement standard data.
- 25 Each year, the Ministry publishes schools' self-reported course enrolment data on its Education Counts website. According to the 2020 data on Education Counts, 191 students were reported as being enrolled in Year 13 Sculpture courses, while 442 were reported as being enrolled in Year 13 printmaking courses. For Year 12 printmaking courses, there were 217 self-reported enrolments, and 263 for Year 12 Sculpture courses.
- 26 Although the data on Education Counts can give an indication of the number of students engaged in a subject, it has several limitations. In the first instance, this is because NCEA is assessed by standards, not subjects (unlike other comparable qualifications). For example, a course in a school that is reported as printmaking may include other teaching and learning. Moreover, it may not be a full-year programme, nor make use of the Printmaking Achievement Standards at all. As schools must choose from a list of subjects to report against, we know that they sometimes report enrolments in a subject because it is the best approximation available for example, as Whakairo is not an option on the list, kura may choose to report Whakairo courses as Sculpture. Schools also report numbers early in the year, so they likely include learners who are only sampling or trying out a subject. Finally, these numbers also include non-NCEA courses for example, Cambridge International AS & A Levels and the International Baccalaureate.
- 27 The government's preferred measure is via the proxy of entries into 14 or more credits. As noted by Ms Hansen, there are of course still some limitations to using 14 or more credits as a proxy. This proxy does not account for students taking a course over two years. Nor does it account for students taking courses composed of standards from multiple subjects, or students taking a reduced course load. However, it is a good

measure of engagement in coherent packages of teaching and learning because it represents three to four standards of work and equates to more than half a year's worth of learning. It is also the threshold for course endorsement in a subject and aligns with the approach taken for University Entrance.

- 28 In 2020 only 63 students took 14 or more credits in NCEA Level 2 Sculpture, while 235 took 14 or more credits in Level 2 Printmaking. For the same year, 72 students took Sculpture at Level 3, while 219 students took Printmaking. The reports showed that, in addition to having low uptake individually, an even smaller number of students take both disciplines in the same year.

Appendices to the petition

- 29 Steve Lovett's supporting evidence for Ms Hansen's petition, which takes the form of two letters, focuses on tertiary pathways for learners, and the Curriculum. As noted above, we did not propose any changes to the Curriculum through the NCEA subject lists, and therefore suggest that most of the points raised by Mr Lovett are best considered through the upcoming Curriculum Refresh work programme.
- 30 Ms Hansen marshals a range of evidence in support of her view that the Arts are important and valuable, both to education and society at large. The government completely agree with Ms Hansen in both those domains and have introduced two new Arts subjects since the beginning of the RAS (Mau Rākau and Te Ao Haka). As such we offer no response to this point.

Conclusion

- 31 The government believes that the suite of Visual Arts subjects included on the final subject list strikes a balance between meeting the policy objectives of increasing specialisation at NCEA Levels 2 and 3; mana ōrite mō te mātauranga Māori; and ensuring clear pathways into further education and employment. In particular, the flexible Visual Arts subject allows us to future-proof the Arts learning area, by encompassing new and emerging disciplines and cross-disciplinary work. Together, the confirmed Visual Arts subjects support the teaching and learning of traditional (Painting, Visual Arts, Photography and Film) and contemporary (Design, Photography and Film) art forms, and take into consideration sector concerns about resourcing and capability – particularly with regards to new and refocused subjects.

Timing of the government response

- 32 The government response must be presented to the House by 22 March 2022.

Consultation

- 33 Other agencies have not been consulted on this Cabinet Paper.

Publicity

- 34 Key messages are available through the Ministry of Education for any media that may arise from this petition and Cabinet Paper.

Proactive Release

- 35 The Minister of Education intends to release this Cabinet paper as part of communication activities on the government's response to the petition. Proactive release is subject to redaction as appropriate under the Official Information Act 1982.

Recommendations

The Minister of Education recommends that the Cabinet Legislation Committee:

- 1 **note** that on 19 August 2021, the Petitions Committee received a petition from Esther Hansen entitled "Stop curriculum change to collapse five Visual Arts into three at level 2 and 3";
- 2 **note** that the committee referred the petition to the Minister of Education, for direct response, pursuant to Standing Order 380;
- 3 **approve** the government response, attached to this submission, to the Petition of Esther Hansen entitled "Stop curriculum change to collapse five Visual Arts into three at level 2 and 3";
- 4 **note** that the government response must be presented to the House by 22 March 2020;
- 5 **invite** the Minister of Education to present the government response to the House in accordance with Standing Order 380;
- 6 **invite** the Minister of Education to write to the petitioner enclosing a copy of the government response to the petition, after the response has been presented to the House.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education

**Government Response to
Petition 2020/125 of Esther Hansen
“Stop curriculum change to collapse five Visual Arts into three at level 2
and 3”**

**Presented to the House of Representatives
In accordance with Standing Order 380**

Government response to Petition of Esther Hansen

Introduction

1. The government has carefully considered the petition of Esther Hansen; “Stop curriculum change to collapse five Visual Arts into three at level 2 and 3. The petition asked *“that the House of Representatives urge the Government to stop the proposed Level 2 and 3 curriculum changes to collapse the five visual arts subjects from Painting, Printmaking, Sculpture, Design and Photography down to three subjects Design, Photography, and Visual Arts”*.
2. The government responds to the petition in accordance with Standing Order 380.
3. The government believes that the suite of visual arts subjects included on the final subject list strikes a balance between meeting the policy objectives of increasing specialisation at NCEA Levels 2 and 3; mana ōrite mō te mātauranga Māori; and ensuring clear pathways into further education and employment.

Background

4. As part of changes to strengthen the National Certificates of Educational Achievement (NCEA), the Ministry and the New Zealand Qualifications Authority (NZQA) are working (in collaboration with teachers and other experts from the education sector) to develop new NCEA standards across a range of subjects. These new Achievement Standards will replace all existing NCEA Achievement Standards. This work, known as the Review of Achievement Standards (RAS), included developing provisional subject lists on which we engaged publicly.
5. For the provisional NCEA Level 2 and 3 *New Zealand Curriculum* (NZC) subject list, the Ministry proposed consolidating five Visual Arts subjects (Design, Photography, Printmaking, Sculpture, and Painting) into three subjects: Design, Photography and Film, and Visual Arts (a proposed new subject intended to foster opportunities for ākonga to explore, refine, and communicate artistic ideas through either a single art form or a combination of art forms). The proposed Visual Arts subject was intended to support Painting (a subject with high student numbers), while also bolstering the numbers of Printmaking and Sculpture, which have low student numbers.
6. The Ministry also aimed to future proof the Visual Arts at the senior secondary level by offering a subject that is flexible enough to assess art forms which do not fit neatly into a single discipline. Such an approach aligns with those taken by other well-recognised qualifications.
7. During public engagement, the proposal to offer a single Visual Arts subject drew strong negative feedback. This feedback highlighted the importance of Painting as an entry point to, and pathway, particularly through the arts for students in low-decile schools. Respondents touched on the significance of

Printmaking to Pacific students, who may use this medium to explore cultural artforms and knowledge; and raised concerns about the possible implications for Visual Arts staffing and specialist capability.

8. In response to this feedback, we recommended development of both the proposed Visual Arts subject and a standalone Painting subject. Along with Design, and Photography and Moving Image, this brought the total number of Visual Arts subjects at NCEA Levels 2 and 3 to four. The Ministry believes this decision balanced the need to future-proof the Visual Arts, to develop subjects with sustainable student numbers, to ensure equity for ākonga in low-decile schools, and to support the integrity of Painting as an art form.

Government Response

Issues raised in the petition

9. Ms Hansen believes that by removing the standalone subjects for Printmaking and Sculpture the Ministry is making changes to the Curriculum, which would result in students losing options and being disadvantaged. The intent of the NCEA Change Programme is not to change the Curriculum but rather to redesign the suite of standards within each subject against which students will be assessed to gain NCEA. Its aim is to have fewer overall standards which cover a broader range of knowledge, skills and capabilities.
10. There is a distinction between the National Curriculum (the framework for teaching and learning), and the subjects available for credentialing in NCEA. Printmaking and Sculpture remain valued disciplines within the Curriculum. Teachers and kaiako will continue to have flexibility to design local and localised courses, choosing from a wide range of Visual Art making practices inclusive of Printmaking and Sculpture, incorporating many forms of artistic expression.
11. It is the government's view that the flexibility of the Visual Arts subject achieves the goals of RAS and allows Printmaking and Sculpture practice to be assessed within, and under its wider standards, reducing the need for standalone subjects. A similar approach is taken in the Technologies, with Materials and Processing, where students are credentialed in a range of practices such as soft-material and hard material.
12. However, it is important to note that there is a separate ongoing refresh of the New Zealand Curriculum (NZC and *Te Marautanga o Aotearoa* [TMoA]) in progress, which will provide opportunities for teachers and kaiako to feedback on how Visual Arts teaching and learning is supported in New Zealand schools and kura.

Workforce

13. Ms Hansen expresses concern that the changes will result in increased teacher workloads, indicating that schools will have to offer combined courses that cover both Printmaking and Sculpture. This is not what the Ministry intended. There will be flexibility for schools and kura to structure their courses to reflect ākonga interest, teacher capability and resourcing.

14. The petition also argues that a lack of resourcing and development opportunities for Visual Arts teachers is responsible for the low uptake of Printmaking and Sculpture. When forming the recommendation to discontinue Printmaking and Sculpture as separate subjects, the Ministry considered the availability of a suitably qualified workforce – a consolidated Visual Arts subject allows for professional development and resourcing adaptive to the expertise of the teachers, through avenues such as Subject Associations and NZQA.

Specialisation

15. The petition suggests that the new Visual Arts subject contradicts the government's policy intent of providing opportunities for increased specialisation at NCEA Levels 2 and 3. In particular, Ms Hansen argues that the Arts is the only Learning Area to lose subjects at Levels 2 and 3. The government's view is that the changes will ensure meaningful specialisation that incorporates interdisciplinary learning by putting teaching and learning at the forefront.
16. The overall number of NCEA subjects in the Arts Learning Area has not decreased, with the introduction of the new Mau Rākau subject, and the learning and credentialling available to learners remain the same. Per the final subject list, we have reintroduced Painting as a separate subject, and Printmaking and Sculpture will be incorporated within Visual Arts. The Visual Arts subject enables Printmaking and Sculpture courses to be fully credentialed, whilst also allowing students to work cross-discipline and into new and emerging practices such as time based and digital rendering etc.
17. The position of the government is not to decrease the number of Arts subjects, but to provide full support for subjects in the Arts. This can be evidenced through our decision to continue standalone subjects for Painting, Photography and Moving Image, and Design subjects, which will allow for each of these disciplines to develop specialised, discipline-specific assessments. Drama, two Music subjects, and Dance offer a range of Performing Arts opportunities to learners, and the introduction of two new mātauranga Māori subjects, Te Ao Haka and Mau Rākau, signals further opportunities for ākonga Māori to achieve educational success as Māori.

Supporting diverse learners

18. Ms Hansen suggests a direct link between equitable outcomes for ākonga and having standalone Printmaking, Sculpture, and Painting subjects. In particular, it is claimed that the removal of standalone support for Printmaking and Sculpture will limit options for gifted students, Māori and Pacific Visual Arts learners, English for Speakers of Other Languages (ESOL) and refugee learners, and neuro-diverse learners.
19. As noted above, the Visual Arts subject will allow for a range of Visual Arts practice and teaching inclusive of printmaking and sculpture. It is consistent with the Ministry's goal to remove assessment as the focus. The goal of RAS

is to put teaching and learning at the front, which would allow meaningful learning that incorporates interdisciplinary learning.

20. The Ministry also examined data on student participation in Visual Arts. In 2018, 20 students at Level 2, and nine students at Level 3, took 14 or more credits in both Printmaking and Sculpture (that is, a full year programme of learning in both subjects). As very few students do both subjects, it is highly unlikely that specific groups will suffer disproportionate impacts. Those who are impacted will still have other Visual Art options available to them and are highly unlikely to be disadvantaged in their pathway.
21. The government notes that through the RAS, all new Achievement Standards must fully support and include mātauranga Māori and Pacific knowledges. In addition, the introduction of new subjects such as Pacific Studies and Whaiora create dedicated spaces for deeper exploration of mātauranga Māori and Pacific knowledges.
22. Nevertheless, survey respondents and other submissions received during public engagement did draw our attention to an important consideration for equity: that Painting may act as an entry point to, and pathway, through the Arts for students in low-decile schools. This claim is robust, since we know that some schools and whānau cannot always afford the resources, such as specialist technological equipment, required to engage in Design and Photography. The government is grateful to the sector and wider public for drawing this to our attention, and it was consideration of equitable outcomes for all ākonga that led us to include Painting, alongside Photography, and Design subjects, on the final NCEA Level 2 and 3 subject list. Along with Visual Arts, a standalone Painting subject ensures schools and kura, particularly those which cater to less-wealthy communities, are supported to deliver two accessible Visual Art subjects for their learners.

Raranga and Whakairo

23. The petition expresses disappointment at the government's decision to defer proposed new mātauranga Māori subjects Raranga and Whakairo. While this appears to go beyond the petition's scope, the government takes this opportunity to reiterate our commitment to these deferred subjects. In the Ministry's final NCEA subject recommendations to the Minister, the Ministry stated that Raranga and Whakairo should be delayed until parallel TMOA subjects (Raranga and Toi Whakairo) are developed. The rationale for this decision arises from the feedback provided to us by Māori-medium peak bodies.

Clarifying NCEA Data

24. Low and unsustainable student numbers in Printmaking and Sculpture also informed the government's decision for a single Visual Arts subject at NCEA Levels 2 and 3.
25. However, Ms Hansen's petition suggests that the government has used "erroneous data" to support its claims that Printmaking and Sculpture suffer

from low student numbers. The inconsistencies in numbers identified by Ms Hansen in fact reflect the different sources of information used. Ms Hansen refers to the publicly available data on Education Counts, while we have based our analysis on NZQA's achievement standard data.

26. Each year, the Ministry publishes schools' self-reported course enrolment data on its Education Counts website. According to the 2020 data on Education Counts, 191 students were reported as being enrolled in Year 13 Sculpture courses, while 442 were reported as being enrolled in Year 13 printmaking courses. For Year 12 printmaking courses, there were 217 self-reported enrolments, and 263 for Year 12 Sculpture courses.
27. Although the data on Education Counts can give an indication of the number of students engaged in a subject, it has several limitations. In the first instance, this is because NCEA is assessed by standards, not subjects (unlike other comparable qualifications). For example, a course in a school that is reported as printmaking may include other teaching and learning. Moreover, it may not be a full-year programme, nor make use of the Printmaking Achievement Standards at all. As schools must choose from a list of subjects to report against, we know that they sometimes report enrolments in a subject because it is the best approximation available for example, as Whakairo is not an option on the list, kura may choose to report Whakairo courses as Sculpture. Schools also report numbers early in the year, so they likely include learners who are only sampling or trying out a subject. Finally, these numbers also include non-NCEA courses for example, Cambridge International AS & A Levels and the International Baccalaureate.
28. The government's preferred measure is via the proxy of entries into 14 or more credits. As noted by Ms Hansen, there are of course still some limitations to using 14 or more credits as a proxy. This proxy does not account for students taking a course over two years. Nor does it account for students taking courses composed of standards from multiple subjects, or students taking a reduced course load. However, it is a good measure of engagement in coherent packages of teaching and learning because it represents three to four standards of work and equates to more than half a year's worth of learning. It is also the threshold for course endorsement in a subject and aligns with the approach taken for University Entrance.
29. In 2020 only 63 students took 14 or more credits in NCEA Level 2 Sculpture, while 235 took 14 or more credits in Level 2 Printmaking. For the same year, 72 students took Sculpture at Level 3, while 219 students took Printmaking. The reports showed that, in addition to having low uptake individually, an even smaller number of students take both disciplines in the same year.

Appendices to the petition

30. Steve Lovett's supporting evidence for Ms Hansen's petition, which takes the form of two letters, focuses on tertiary pathways for learners, and the Curriculum. As noted above, we did not propose any changes to the Curriculum through the NCEA subject lists, and therefore suggest that most of the points

raised by Mr Lovett are best considered through the upcoming Curriculum Refresh work programme.

31. Ms Hansen marshals a range of evidence in support of her view that the Arts are important and valuable, both to education and society at large. The government completely agree with Ms Hansen in both those domains and have introduced two new Arts subjects since the beginning of the RAS (Mau Rākau and Te Ao Haka). As such we offer no response to this point.

Conclusion

32. The government believes that the suite of Visual Arts subjects included on the final subject list strikes a balance between meeting the policy objectives of increasing specialisation at NCEA Levels 2 and 3; mana ōrite mō te mātauranga Māori; and ensuring clear pathways into further education and employment. In particular, the flexible Visual Arts subject allows us to future-proof the Arts learning area, by encompassing new and emerging disciplines and cross-disciplinary work. Together, the confirmed Visual Arts subjects support the teaching and learning of traditional (Painting, Visual Arts, Photography and Film) and contemporary (Design, Photography and Film) art forms, and take into consideration sector concerns about resourcing and capability – particularly with regards to new and refocused subjects.



Cabinet

Minute of Decision

This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.

Report of the Cabinet Legislation Committee: Period Ended 4 March 2022

On 7 March 2022, Cabinet made the following decisions on the work of the Cabinet Legislation Committee for the period ended 4 March 2022:

LEG-22-MIN-0013 **Government Response to the Petition of Esther Hansen** CONFIRMED
Portfolio: Education

Out of scope

Michael Webster
Secretary of the Cabinet



Cabinet Legislation Committee

Minute of Decision

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Government Response to the Petition of Esther Hansen

Portfolio **Education**

On 3 March 2022, the Cabinet Legislation Committee:

- 1 **noted** that on 19 August 2021, the Petitions Committee received a petition from Esther Hansen entitled “Stop curriculum change to collapse five Visual Arts into three at level 2 and 3”;
- 2 **noted** that the committee referred the petition to the Minister of Education, for direct response, pursuant to Standing Order 380;
- 3 **approved** the government response, attached to this submission under LEG-22-SUB-0013, to the Petition of Esther Hansen entitled “Stop curriculum change to collapse five Visual Arts into three at level 2 and 3”;
- 4 **noted** that the government response must be presented to the House by 22 March 2020;
- 5 **invited** the Minister of Education to present the government response to the House in accordance with Standing Order 380;
- 6 **invited** the Minister of Education to write to the petitioner enclosing a copy of the government response to the petition, after the response has been presented to the House.

Rebecca Davies
Committee Secretary

Present:

Hon Chris Hipkins (Chair)
Hon Andrew Little
Hon David Parker
Hon Poto Williams
Hon Kris Faafoi*
Hon Michael Wood
Hon Kiri Allan
Hon Dr David Clark
Hon Aupito William Sio
Hon Meka Whaitiri
Kieran McAnulty, MP

Officials present from:

Office of the Prime Minister
Officials Committee for LEG