



MEMO

To: Literacy and Numeracy Governance Board
From: Literacy and Numeracy Project team
Cc: Jackie Talbot, Richard D'Ath
Date: Monday 22 February 2021
Subject: Literacy and Numeracy | Te Reo Matatini me Pāngarau 2021 Pilot

Purpose

1. The purpose of this memo is to provide oversight of the literacy and numeracy | te reo matatini me pāngarau pilot and for you to **approve** the direction of this pilot.

Context

2. New literacy and numeracy | te reo matatini me pāngarau standards will become mandatory from 2023. To ensure the sector is ready for the mandatory use of the standards, we are testing the standards and evaluating how they work in practice. This means we can build a change approach that will support a system shift whereby teachers across the curriculum are confident at delivering rich teaching and learning opportunities for literacy and numeracy | te reo matatini me pāngarau.
3. We are therefore piloting the assessment of the standards this year in Term 3 in 13 secondary schools, six kura and one polytechnic.

Approach

4. The Ministry, ERO, NZQA and an external provider will work alongside pilot participants to ensure that the objectives of the pilot are met.
5. A summary of the key dates and milestones for the Pilot are:

Date	Milestone
15 March	Kick off pilot in person session
12 April and 28 May	Zoom catch-up sessions
26 May	Portfolio guidance provided (Māori-medium), assessment specifications and sample assessment items for each standard available
19 July	Teaching, Learning and Assessment Guidance available

26 July	Pilot begins
20 -24 September	Common Assessment Activities delivered
25 – 29 October	Results available
26 November	Feedback and evaluation report available

6. Throughout the pilot, our overall approach is to build relationships with the pilot participants so that going forward we have representatives in the sector who will champion this change.

Objectives and Outputs

7. The pilot has six key objectives. The following is a summary of those objectives and the outputs that will meet those objectives:

- a. Refining and improving the design of the standards
- The pilot will test both Māori-medium and English-medium standards within a variety of contexts that they occur. The pilot will show us if the standards are fit for purpose, at the appropriate level, and what changes are required.

Output: Māori-medium and English-medium standards ready to be used in 2022

- b. Refining assessment so that it is equitable, valid and robust
- During the pilot learners will sit newly developed assessment tasks. In English-medium this will be only a Common Assessment Activity (CAA) while Māori-medium will be a CAA and portfolios. This pilot will give NZQA an opportunity to externally assess these standards and ensure that they are equitable, valid and robust.

Output: Report from NZQA on the assessment and actions to take on how to refine the assessment so that it is equitable, valid and robust.

- c. Build trust and buy-in from the sector
- We build trust with the sector by using the pilot as an opportunity to test our communication strategies and seek guidance on what messaging and platforms work. We anticipate that pilot participants will be ambassadors for the new changes.

Output: Report of actions to take to support communication in 2022

- d. Building an understanding of the capability needs of the sector and developing guidance and resources
- We will be conducting a capability analysis with the pilot participants, through ERO and external provider. This analysis will tell us what the current best practices are and what resources are required to support the teaching and learning of these new standards.
 - We will use this information to produce Teaching Learning and Assessment Guidance (TLAG) that will be able to be used by the pilot schools during the pilot. Following the pilot, we will assess the appropriateness of the TLAG and make changes as required.

Output: Teaching Learning and Assessment Guide available on NCEA.education.govt.nz

- e. Investigating whether alternative pathways are needed for particular student cohorts

- We will use the pilot to test how appropriate the standards are for all user groups, including English Language Learners, realm learners and learners with diverse needs.
- If we find that these standards are inappropriate for these learners, we will consider alternative pathways such as bespoke standards and Special Assessment Conditions.

Output: Decision on alternative pathways, where possible implemented in 2022, others to be developed for 2023

Pilot participants

8. In order to gain the insights we require to meet the objectives of the pilot, the schools in the pilot need to reflect the diverse range of schools in New Zealand. A list of pilot participants is at **Annex A**.
9. The criteria for the pilot cover a range of demographics and contexts. The criteria also includes:
 - a. variety of school philosophies
 - b. decile diversity
 - c. regional diversity
 - d. range of year levels
 - e. ethnic and cultural diversity, including Māori and Pacific learners
 - f. learners with a range of abilities
 - g. current literacy and numeracy strategy; and
 - h. gender diversity.
10. Within the 13 secondary schools, six kura and one polytechnic we also have some notable participants who will provide us with some diverse insights:
 - a. Two rumaki at secondary schools
 - b. Teen parent unit at one of our secondary schools
 - c. An ESOL unit at one of our secondary schools
 - d. One of our schools is a multi-campus nationwide school that deliver education to learners in care of Oranga Tamariki.

Risks and dependencies

11. We have identified in the pilot planning risks and dependencies that may affect the pilot. Below outlines some of these risks and dependencies as well as possible ways to mitigate these.
 - a. A key dependency of this work is the assessment development, feedback, and evaluation. This work will be carried out by NZQA and a risk of the project is for the two work streams to keep pace with one another. The Ministry will work with NZQA to ensure the success of this which will include fortnightly alignment meetings and alignment of communication between the Ministry and NZQA.
 - b. There is a risk that learners undertaking the pilot standards are disadvantaged by a higher workload associated with the assessment. We are mitigating this by beginning work with pilot participants before the school year begins so that participants are able to plan accordingly (eg. design a programme that reduces other standards to make

up for the additional standards). There are also benefits for learners who participate in the pilot, such as the flow on effects from strengthened PLD.

- c. COVID-19 risks disrupting the ability to deliver PLD to pilot participants and could impact the delivery of assessment. In addition, if a wide-scale lock down were to take place, the pilot may mean that participants disengage from the pilot. To mitigate this risk, we will organise for online communication as a back-up for any activity, monitor alert levels closely, and jointly manage with participants what a contingency plan might look like for each setting.

Roles and responsibilities

12. While the Ministry is responsible for the coordination of pilot participants, NZQA is responsible for the development and delivery of assessment tasks. The Ministry is engaging with ERO and an external provider to build the sector capability picture as well as resources and guidance for use from 2022 onwards.
13. This means that the pilot is a collaboration between the Ministry Literacy and Numeracy project team, an external provider, ERO and NZQA. Each organisation is responsible for a different aspect of the project, outlined in the table on the following page.

Responsible	Role
Ministry Literacy and Numeracy project team	<ul style="list-style-type: none"> • Ownership of the pilot process. This includes organising regular alignment meetings with NZQA, ERO and the external provider. • Organising communication opportunities with all those involved in the pilot process. • Development of the TLAG • Standards development • Assessment development • Feedback and evaluation
NZQA	<ul style="list-style-type: none"> • Regular alignment meetings with MoE • External assessment development and delivery • Feedback and evaluation on the external assessment
External support provider	<ul style="list-style-type: none"> • Regular alignment meetings with MoE • Professional Learning and Development with all pilot participants • User needs analysis/ content build (English-medium only)

ERO	<ul style="list-style-type: none">• Regular alignment meetings with MoE• User needs analysis/ content build (Māori-medium only)
-----	--

For approval

14. We recommend that you approve the approach for the pilot set out in this memo

Agree/Disagree

Released under the Official Information Act 1982



Annex

Annex One. List of pilot participants

School	Type
Cashmere High School	Secondary school
James Cook High School	Secondary school, including Rumaki
Francis Douglas Memorial College	Secondary school
South Westland Area School	Secondary school
Botany Downs Secondary College	Secondary school
Dilworth	Secondary school
Rolleston College	Secondary school
Aorere College	Secondary school
Taita College	Secondary school
Tangaroa College	Secondary school
	Teen Parent Unit
Western Heights High School	Secondary school, including Rumaki
Kingslea School	Secondary school who cater for students who are in the care of Oranga Tamariki
Te Kura Kaupapa Māori o Te Kura Kokiri	Kura
Te Kura Kaupapa Māori o Wairarapa	Kura
Te Wharekura o Manurewa	Wharekura
Te Kura Kaupapa Māori o Kawakawa mai Tawhiti	Kura
Ara Polytechnic	Polytechnic
Ngā Mokopuna	Kura
Pukekohe High School	Secondary school ESOL unit only

Released under the Official Information Act 1982