

Lauren Burr: Course Developments at MoE

The Goal:

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| <ul style="list-style-type: none"> • Simplicity in qualifications • Fewer larger qualifications and standards • Improve clarity of the system | <p>This is being done by talking to:</p> <ul style="list-style-type: none"> • Teachers • Whanau • Communities • Subject experts • Other interested groups |
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Return to the Curriculum

What is important to the curriculum?

Achieve significant learning.

What is too important to leave to chance?

CHALLENGES & SOLUTIONS:

Pathways:

Clarity and direction in the learning journey
 Accessibility
 Vocational excellence awards
 Co-requisites from year 7

Credibility:

Mindset challenges—student have learnt to game the current system (e.g. maximise unit standards to avoid exams)
 Fragmented learning from the old system.

Have fewer larger standards that are more understandable and comprehensive.
 This should promote better understanding of NCEA and the individual standards.

Employers, Whanau, Students and the community should have an understanding of what students know when they have completed a qualification.
 Teach to learn—not to survive assessment

Coherence:

Simplified qualification structure.
 Easier for tertiary interpretation.
 Connect learning through the entire learning journey—not just at each learning level (High School, Tertiary etc.)

Equity & Inclusion:

Reflecting learner identities within the curriculum e.g. Matauranga Maori values.
 Support more inclusion of oracy skills in the curriculum

More support for inclusion and diversity when shaping the content and curriculum covered in standards.

Wellbeing:

Fewer and more meaningful assessments.
 Refocus NCEA level 1 to minimise high stakes assessments in youth