

NCEA Workload Advisory Group recommendations to NZQA and the Ministry of Education for reducing teacher workload

Recommendation 1: That appropriate and targeted support for teachers is provided on effective course design. For example, how to use one assessment task to assess more than one standard within a subject and for two or more subjects.

Recommendation 2: That it is made clearer to schools that:

- a) best practice workshops are available to all teachers; and,
- b) NZQA can be flexible about the delivery of best practice workshops

Recommendation 3: Best Practice Workshops need to be formally acknowledged as excellent professional development and be funded (cost of BPW and teacher release) centrally for as many teachers as possible.

Recommendation 4: That workshops are provided on how to write assessment tasks.

Recommendation 5: That support for assessment is provided by ensuring all material on TKI is quality assured and fit for purpose; and that published timelines are adhered to (change creates considerable work for teachers).

Recommendation 6: That more professional support time is funded for all teachers with regard to the alignment of standards, for example teacher only days.

Recommendation 7: That NZQA reduce the sample of work to be moderated for the purpose of reporting agreement rates. Moderators could then undertake other moderation activities such as:

- a. moderating more work from poorer performing schools and departments, amount as agreed between school relation managers and principal's nominees;
- b. moderating more optional teacher selected evidence;
- c. providing more professional support for assessment;
- d. identifying valid assessment tasks and resources which are saved into an item bank available to all teachers;
- e. developing good quality assessment tasks and resources.

Recommendation 8: That it is made clear to teachers that optional teacher selected evidence (OTSE) can be used:

- f. for any curriculum related internal achievement standard
- g. to pose questions to moderators about the interpretation of standards
- h. to support internal moderation

Recommendation 9: That during the transition to the new standards, those standards are not selected in the random sample for reporting agreement rates. In their first year of use the moderation is just feedback.

Recommendation 10: That systems are developed so that electronic submission of student work for moderation can be accepted, including digital blogs via e.g. Google docs.

Recommendation 11: That an assessment/moderation, blog/chat facility be developed online, which includes direction to subject specific mentors/resources for internal moderation support; and that questions submitted online are gathered and responded to by moderators.

Recommendation 12: That NZQA and the Ministry work together to produce simple, clear communication to schools in one channel of authoritative information on NCEA.

Recommendation 13: That more guidance is provided on how to interpret and use NZQA's website including the Web Statistics.

Recommendation 14: That the Web Statistics are upgraded: for example, to give more functionality to group standards and get a report; and to show whether there is a statistically significant change in individual standard achievement compared to previous year.

Recommendation 15: That the sector is consulted on a generic statistics format, to be made available nationally by March each year, e.g. NCEA Level 1, 2, 3, ethnicity, gender, decile, course/certificate endorsement, literacy and numeracy

Recommendation 16: That the principal's nominee email contains a specific column that has information that needs to be disseminated to the whole school staff.

Recommendation 17: Best practice guidance should be issued on how principal's nominees can best carry out their responsibilities as detailed in the rules and procedures; this guidance needs to be an online living document, focussed on new principal's nominees.

Recommendation 18: That NZQA publish previously translated examination materials as references to support assessment.

Recommendation 19: That an index of words is provided for subject terms that do not have clear Te Reo Māori equivalences.

Recommendation 20: That an online forum is created for the sharing of materials and ideas among kura.

Recommendation 21: That useful resources available in English are re-contextualised for kura.

Recommendation 22: That professional development cluster workshops aimed at kura be provided.

Recommendation 23: That achievement standards for the Marautanga o Aotearoa be developed.