Managing National Assessment Report

Te Kura Kaupapa Māori o Te Ara Whānui

October 2022

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Te Ara Whānui

27 October 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions and considerations

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Ensure verified samples of student work are adequately stored and are available for external moderation	Immediate

Kay Wilson
Manager
School Quality Assurance and Liaison

9 December 2022

NZQA

0800 697 296

www.nzqa.govt.nz

External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 18 December 2019 Managing National Assessment Report
Te Kura Kaupapa Māori o te Ara Whānui has completed the agreed action item from the 2019 MNA Report. Kaiako support ākonga to use their NZQA Learner Login facility regularly throughout the year, in order to track accuracy of data and student achievement held by NZQA, which are the only results that are used to award qualifications.

External moderation processes and response to outcomes In 2019, 36 percent of external moderation outcomes required kaiako to follow up due to assessor judgements being inconsistent with the standard. In 2020 there were no submissions made due to Covid-19 and then in 2021 there was a much-reduced number of standards moderated. At the time of writing this report the 2022 submission had not been completed. It is vital that the Principal's Nominee confirms the standards on the list are appropriate for the academic year. If changes need to be made to the list, then a request can be made to the School Relationship Manager. Furthermore, the Principal's Nominee should monitor the follow up to external moderation reports to ensure assessor decisions are consistent with the standard and that follow up actions effectively address identified issues.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Comprehensive preparation for new NCEA standards and implementation of Te Ao Haka Kaiako utilised the Ministry of Education Accord Days to become familiar with the new NCEA standards, assessment tasks and expectations and then review their current programmes. The kura took what was relevant to them and incorporated the content into their own Professional Learning Development to enable kaiako to plan for courses that fit the kaupapa of the kura but also address the specifications of the new standards as part of the NCEA Change Programme. Data from previously assessed standards was analysed and a suitable range of University Entrance approved Achievement Standards and Unit Standards were carefully selected and combined with learning opportunities from external providers, to create individualised courses for each ākonga wharekura.

The kura has engaged in Te Ao Haka and have fully embraced its implementation into the ākonga timetable. External Moderation outcomes for these standards have shown that the majority of the assessor judgements have been to standard. moderation The student's feedback is that the subject and assessments recognise the kaupapa of the kura so ākonga are enthusiastic about it.

Community consultation and whānau feedback are valued Te Kura Kaupapa Māori o te Ara Whānui continues to seek feedback from whānau and the community for kaiako to refine what is offered at the kura. The kura value a well-rounded and kaupapa Māori based education for their ākonga. Ākonga feedback and data from various standards assessed in the past are gathered and taken into consideration when teaching programmes are designed. Courses and lessons are contextualised

to fit the kaupapa, but also the learning levels of the ākonga in the class. Kaiako ascribe to the ethos that programme design is derived from the Kura Marau that is underpinned by Taiao and overarched by Te Reo Māori, Tikanga Māori and Ahurea Māori. Leadership amongst the kaiako is strongly supported to weave together their teaching areas and nurture the ākonga into adulthood. Ownership of programmes is widely encouraged in the pursuit of building capability in amongst the kaiako, but senior leadership is there to support and guide kaiako in the creation of their courses and programmes.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Ākonga based course content vital   Te Kura Kaupapa Māori o te Ara Whānui's philosophy is that the ākonga should lead the teaching, not the assessment. With this in mind, kaiako ensure that teaching and learning is based on what the ākonga want and need and not simply what assessment activities are available. Naturally occurring evidence is plentiful in the life of the kura so kaiako take every opportunity to offer an assessment around the ākonga activities. Kaiako discuss what opportunities are possible leading up to events in the kura and decide how the evidence should best be collected in order to align them with an assessment outcome. It is vital that this process ensure the evidence has been authentic by careful planning of assessment opportunities, is valid by ensuring that the standard specifications are adhered to closely and can be verified by involving subject experts to quality assure the grades of ākonga evidence.

Pathways through external providers a viable option for ākonga   Te Kura Kaupapa Māori o te Ara Whānui meet ākonga wharekura needs by providing a variety of opportunities to study each week through an external provider such as Te Wānanga o Raukawa, Te Kura Pounamu, WELTEC Trades Academy and Āti Awa Toa FM. This provides them with both a range of skills, and also the opportunity to be a part of the wider community that the kura is in, linking to a future pathway based on ākonga plans and goals.

Assessments are arranged through Memoranda of Understanding which are stored with the Tumuaki and are annually updated when needed.

Effective Communication ensures consistent Kura-wide assessment practice
Ākonga are regularly told about changes and updates to NCEA through their classes and in their ē-Purongo online platform. On the day of the MNA Review all but one ākonga wharekura was offsite for the day. The ākonga interviewed was able to speak clearly and concisely about the important features of NCEA relevant to him. Resubmission rules were understood even though he had not needed one to date. He was able to articulate the importance of Derived Grade exams and what he needed to do if he wanted to make any changes to his learning programme.

Kaiako take a shared role in advising ākonga regarding their future goals and aspirations, and whānau are called in to meet with key staff when more substantial decisions need to be made. Kaiako communication to ākonga is effective and consistent with regard to messaging about assessment processes and practice.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Te Kura Kaupapa Māori o te Ara Whānui is a Gsuite school The kaiako use digital tools to collect and store evidence and manage internal moderation documentation. The kura makes use of links rather than uploading to an online drive making any amendments or change in content easy because it always exists in the kaiako's drive instead of the shared drive.

Better internal moderation grade verification process needed Kaiako utilise staff within the kura as well as outside of the kura for verification of assessor judgements. This depends on the paerewa and kaupapa of the assessment, but the previous Principal's Nominee set up the basis of a well-established network of kaiako and teachers who can assist the kura for this process. The current Principal's Nominee has carried on the process, by ensuring that procedures are followed, checking in with team leaders and individual kaiako to offer assistance when needed. Considering the external moderation results of recent years, it is vital that the Principal's Nominee review the network of kaiako used for internal verification in order to ensure external moderation results are improved. Senior leadership also have a vital role to play in ensuring the credibility of the qualification by confirming through the Principal's Nominee that these processes are being followed accurately. It is also important that support be provided to kaiako who need professional development around assessment procedures and grading to the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Te Ara Whānui has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing regular opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Kura Kaupapa Māori o Te Ara Whānui has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- monitoring the authenticity of ākonga work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o Te Ara Whānui has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work
- using grade verifiers from outside the school.

Te Kura Kaupapa Māori o Te Ara Whānui has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of ākonga work to NZQA requirements

- responding effectively to external moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Te Ara Whānui effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kura Kaupapa Māori o Te Ara Whānui reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data

- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting ākonga and kaiako checks of entries and results at key times during the year

- ensuring low levels of late external entries, and internal entries with no results

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and ākonga and their whānau about assessment

Te Kura Kaupapa Māori o Te Ara Whānui has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose

- ensuring ākonga receive outlines for courses they undertake

- supporting ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating ākonga success.

Te Kura Kaupapa Māori o Te Ara Whānui assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga

- informing ākonga about suitable learning pathways

- supporting ākonga to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Te Ara Whānui:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review

- manages assessment practice for national qualifications

- manages internal and external moderation

- makes use of and manages assessment-related data

- maintains the currency of assessment policy and procedures, and communicates them to staff, ākonga and whānau.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and

- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*

- agreeing action with the school where an issue has been identified that could become significant if not addressed

- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.

- A check on specific aspects of assessment systems on an annual basis.

- A check on the school's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Ara Whānui Kura Kaupapa Māori o Ngā Kōhanga Reo o Te Awa Kairangi, NCF, Staff Handbook – NCEA, 2022* (Staff Handbook)
- *Te Ara Whānui Kura Kaupapa Māori o Ngā Kōhanga Reo o Te Awa Kairangi, NCF, Student Handbook – NCEA, 2022* (Ākonga Handbook).
- *NZQA Document Links page (Google doc with multiple links to other assessment documents)*
- *Tōku ē-Purongo 2022 (summary of ākonga portal academic information and results)*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
    - Wharekura
- Kotahi te ākonga.

There was a report-back session with the Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.