

# **Managing National Assessment Report**

## **Te Kura Kaupapa Māori o Te Ara Whānui**

**7 August 2019**

## 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2019* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider to enhance 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 four 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 National Qualifications Procedures Staff Handbook-NCEA 2019*
- *Te Ara Whānui Kura Kaupapa Māori o ngā Kōhanga Reo o Te Awa Kairangi National Qualifications Framework Student Handbook-NCEA*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee and the Team Leader Kāhui Kura
- Teachers of:
  - Digital Technology
  - English
  - Mathematics
  - Science
  - Te Reo Māori
  - Te Reo Rangatira
  - Tikanga
- eight ākonga.

There was a report-back session with the Tumuaki, the Principal's Nominee and the Team Leader Kāhui Kura 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.

## Background

This the first Managing National Assessment review for Te Kura Kaupapa Māori o Te Ara Whānui since gaining its base scope of Consent to Assess in April 2016.

# SUMMARY

## Te Kura Kaupapa Māori o Te Ara Whānui 2019

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 this is the first review for the kura, the next Managing National Assessment review will be conducted within two years.

### What the school is doing well

Te Kura Kaupapa Māori o Te Ara Whānui has effective assessment and moderation processes in place to ensure credible assessment for national qualifications.

The kura uses its self-review processes to identify where it can improve assessment processes and practice and to anticipate change. Whānau and ākonga feedback is used to help inform these reviews.

Ākonga needs are met through a range of academic and vocational assessment pathways. Marautanga o Aotearoa standards are delivered by kaiako from within the wharekura, while assessment opportunities are extended through using external providers who offer courses and standards from the New Zealand Curriculum.

Internal moderation is an embedded process which is effectively monitored by the Principal's Nominee. Robust processes for responding to external moderation outcomes ensure credible internal moderation practice continues to develop. All external moderation is submitted using the digital option as appropriate.

School processes ensure timely and accurate reporting of assessment data. This enables students at-risk of not meeting qualifications requirements to be identified and appropriate support to be planned for them. Annual analysis of NCEA data enables the kura to set achievement goals and informs course and programme design.

The kura effectively communicates NCEA assessment matters to kaiako, ākonga and whānau through a range of strategies.

The Principal's Nominee is now experienced and well respected in his role and together with the Team Leader Kāhui Kura, has developed a culture of robust credible assessment and moderation practice within this newly consented kura.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

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**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# FINDINGS OF THIS REVIEW

## How effectively has the kura responded to external and internal review?

### External review

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

**Response to external moderation outcomes** The kura has effective systems for responding to external moderation feedback. The intention of these is to improve outcomes through better understanding of the standard and to enhance the credibility of assessment and moderation practice.

Once external moderation outcomes are available, kaiako meet one-on-one with the Principal's Nominee to discuss them and evaluate the effectiveness of their practice. Where necessary, action plans are devised and carried out within agreed time frames. Actions may include:

- kaiako attending targeted professional development opportunities
- finding new grade verifiers
- redeveloping assessment tasks
- deciding not to assess the standard.

When these response actions have been completed, the kaiako and Principal's Nominee evaluate the effectiveness of response actions.

### Internal review

*Evidence for 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)*

As a newly consented organisation, Te Kura Kaupapa Māori o Te Ara Whānui constantly reviews its processes in response to changing needs, as the wharekura numbers grow, and as kura understanding of the NCEA model and NZQA's expectations develop. Strong self-review processes enable the kura to introduce systems in anticipation and in response to situations that occur.

Systems and interventions which are the result of self-review in the kura include:

- introducing digital assessment practices to complement learning pedagogies, taking advantage of the digital submission option for external moderation as well as opting into online external assessment
- developing kaiako strengths in higher level Mathematics and Science subjects to enable them to independently assess University Approved STEM subjects and meet anticipated demand as the knowledge base and interest develops within the junior wharekura
- transitioning ākonga to the wharekura in Term 4, the year before their NCEA studies begin so they are familiar with the processes
- gathering wider whānau, and ākonga voice through a range of feedback opportunities and maintaining mutually beneficial relationships and close connections with its local community

- developing a matrix to clearly demonstrate where subject matter from Te Wānanga o Raukawa studies can be assessed by kaiako using NCEA standards
- extending its consent to assess Level 4 Maori Performing Arts standards as a natural progression for senior ākonga wharekura who have previously gained Level 3 standards.

The above examples of self-review illustrate how Te Kura Kaupapa Māori o Te Ara Whānui effectively anticipates, identifies and responds to areas for on-going improvement. Such actions ensure that ākonga needs are to the fore and that assessment practice is robust, credible and current.

### **No action required**

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

## How effectively does kura assessment practice meet the needs of its ākonga?

*Evidence for assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)*

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

- using online internal and external assessment practice to match the digital teaching and learning pedagogies of the kura
- providing differentiated assessment within courses and offering alternative standards to align with ākonga readiness
- assessing when ready, as appropriate
- identifying ākonga career aspirations through targeted mentoring, and tailoring individualised programmes to match
- utilising outside providers to extend the assessment opportunities for ākonga, including vocational pathways
- using real-life events such as powhiri as contexts for NCEA assessment
- aligning off-site learning at Te Wānanga o Raukawa with NCEA assessment in the classroom.

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

- assisting ākonga to present authentic work by using a range of suitable strategies during the assessment and marking process
- managing missed and late assessments, further assessment opportunities and student appeals of assessment decisions
- complying with the requirements of the *Privacy Act, 1993*
- ensuring authentic standard specific evidence is available for derived grades.

**Marautanga o Aotearoa (MoA) and New Zealand Curriculum (NZC) standards used** The kura delivers core subjects, using Marautanga o Aotearoa standards for assessments. Optional subjects are delivered by outside providers, including Te Kura, using standards from the New Zealand Curriculum. The kura has developed its own Key Competencies, called 'Nga Tikanga o te Ako' as they have not been written into the Marautanga o Aotearoa. This provides a framework that supports contextualising assessment practice and allows ākonga to '*explore outside the core*'; an important component of 'Nga Tikanga o te Ako'. This is an example of the kura embracing the NCEA model to best meet the needs of its ākonga and whānau.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.



## How effectively does kura internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)*

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

- having all assessment materials critiqued prior to use to ensure they are fit-for-purpose and provide ākongā with the opportunity to present evidence at all grade levels
- using subject specialists from within and beyond the kura to verify grades awarded on mahi ākongā
- requiring staff to document the completion of all steps of their moderation processes on an *Internal Moderation Cover Sheet*
- the Principal's Nominee collecting and checking copies of all cover sheets to monitor kaiako internal moderation processes.

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

- selecting samples of mahi ākongā to NZQA requirements
- ensuring samples of mahi ākongā are provided by being adequately stored.

**Developing consistent systems to store digital assessment material** The Principal's Nominee and Team Leader Kāhui Kura are currently developing standard procedures for storing digital assessment evidence online. These will ensure secure online storage of all assessment material, including the *Internal Moderation Cover Sheet*, the task, assessment schedule and ākongā evidence. A consistent reliable system will enable the kura to submit all moderation digitally, as appropriate and continue to benefit fully from NZQA's online developments. These include the ability to submit external moderation as material is ready, prompt moderator feedback and less likelihood of mahi ākongā being lost. These systems will also ensure that mahi ākongā continues to be available for moderation in case kaiako in charge are away or have left the kura.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## How effectively does the kura manage and make use of assessment-related data?

*Evidence for data management and use supporting ākonga achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

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

- reporting achievement regularly to whānau
- teachers analysing previous years' achievement data to inform current year course or programme design
- setting achievement targets and reporting on them to the Board of Trustees
- kaiako reviewing ākonga progress to identify and support those at risk of not meeting qualifications requirements or those who may require extension.

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

- making regular data submissions throughout the year to NZQA
- checking for, and where necessary, correcting errors shown up by the Key Indicators and data file submission reports from NZQA
- ensuring all entries either have a result reported by the final submission date or are withdrawn, as appropriate
- reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

**Enhancing ownership through ākonga using the Learner Login** Some kaiako mentors support ākonga to use the NZQA Learner Login facility so they can track their achievement throughout the year. This not only helps ākonga know how they are progressing towards achieving their goals but also assists the kura with reporting accurate results. Interviewed ākonga mentioned this gave them a feeling of ownership and motivated them to do well. To further enhance ākonga responsibility, the kura could consider all kaiako mentors and their ākonga using the NZQA Learner Login facility on a regular basis so that ākonga can track accuracy and achievement.

### **For consideration**

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- all kaiako mentors supporting ākonga to use the NZQA Learner Login facility, on a regular basis, to track accuracy and achievement.

## **How effectively does the school's communication inform kaiako, and ākonga and their whānau about assessment?**

*Evidence for kura communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

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

- ensuring ākonga receive outlines for all course they undertake
- the Principal's Nominee and Team Leader Kāhui Kura providing targeted guidance to new kaiako around kura assessment expectations as part of their induction
- capturing ākonga and whānau voice at the end of courses to inform change
- reviewing communications to ensure they are fit for purpose and current.

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

- engaging whānau through a range of strategies including conferences, mātua-kaiako-ākonga interviews and various online communications
- ensuring ākonga understand what they need to achieve in order to gain a qualification
- informing teachers about assessment best practice and providing opportunities for professional conversations during the regular kaiako wharekura meetings.

**Whāinga pae tawhiti, whāinga pae tata** By mid-way through Term One, all ākonga wharekura develop long-term and short-term whānau, hapori and academic goals. These are attached to each ākonga profile and become part of their e-purongo (e-portfolio), to which ākonga and whānau have access. This assists ākonga to align their individual learning programmes to future academic and vocational pathways. The e-purongo is a living document which is constantly updated, based on careers research, biannual one-on-one conferencing, other careers information and academic success to-date. Understanding ākonga aspirations helps the kura to tailor individual assessment plans and guide ākonga towards intended pathways, utilising various connections with interested stakeholders, which include employers and wānanga across the country.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.