

Field **Māori**

Review of *Te Reo Rangatira* Level 1 Achievement Standards

Achievement standards

Domain	ID	Subject reference
Te Reo Rangatira	90801	Te Reo Rangatira 1.2
	90802	Te Reo Rangatira 1.7
	90803	Te Reo Rangatira 1.4
	90804	Te Reo Rangatira 1.8
	90805	Te Reo Rangatira 1.5
	90135	Te Reo Rangatira 1.1
	90137	Te Reo Rangatira 1.3

The Ministry of Education and NZQA Māori Qualifications Services have completed a review of the achievement standards listed above.

New Registration date **December 2013**

Date new versions published **December 2013**

Planned review date **December 2016**

Summary of review and consultation process

In 2010 the Ministry of Education, in association with the New Zealand Qualifications Authority and subject working groups, began to develop achievement standards derived from outcomes in *Te Marautanga o Aotearoa* (TMoA). This development also addressed duplication of outcomes, credit parity, fairness, consistency and coherence. The development was guided by the direction of *Te Marautanga o Aotearoa* and the Standards Review Guidelines. A copy of TMoA is available at <http://tmoa.tki.org.nz/Nga-Marautanga-o-Aotearoa/Te-Marautanga-o-Aotearoa>.

Teacher subject working groups were involved in the development, and draft achievement standards were the focus of wide consultation, especially with wharekura (secondary programmes in Māori-medium schools) and kaiako (teachers). Resources were also developed to support these standards.

There are no unit standards for *Te Reo Rangatira*.

Main changes resulting from the review

- All TMoA Level 6 (NZQF Level 1) outcomes are now assessed using achievement standards (there are no longer any unit standards linked to TMoA).
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- The existing seven *Te Reo Rangatira* standards were designated expiring (D category).
- Twelve new standards were created for *Te Reo Rangatira* that align to TMoA outcomes.

- The *Te Reo Rangatira* domain in the *Reo Māori* subfield was designated expiring. The new standards are classified in the new *Te Reo Rangatira* domain in the new *Te Marautanga o Aotearoa* subfield.

For a detailed description of the review of, and the changes to, the *Te Reo Rangatira* standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

Key to type of impact	
Affected	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
Not materially affected	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following Ministry of Education qualifications are impacted by the outcome of this Review and will be updated when they are revised or republished in 2013. The classification and standards that generated the status *Affected* are listed in **bold**.

Ref	Qualification Title	Classification or ID
0928	National Certificate of Educational Achievement (Level 1)	Reo Māori, 90135,
0973	National Certificate of Educational Achievement (Level 2)	90137, 90801-90805
1039	National Certificate of Educational Achievement (Level 3)	

The following table identifies a qualification developed by NZQA, National Qualifications Services, which is impacted by the outcome of this Review. The SSB has been advised that the qualification requires revision. The standards that generated the status *Affected* are listed in **bold**.

Ref	Qualification Title	Classification or ID	SSB Name
0231	National Certificate in Employment Skills	90135, 90137, 90801-90805	NZQA, National Qualifications Services

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. Where a new externally assessed achievement standard is registered, the following designation appears after the title [**Externally Assessed**].

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category D expire at the end of	December 2013
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Internally assessed achievement standards and unit standards categorised as category D expire at the end of	December 2014
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Māori > Reo Māori > Te Reo Rangatira

ID	Ref	Title	Level	Credit	Review Category
90801	1.2	Kōrero i te reo ōkawa	1	3	D
90802	1.7	Kōrero i te reo ōpaki	1	3	D
90803	1.4	Āta hanga i tētahi tuhinga	1	4	D
90804	1.8	Tuhituhi kōrero e hāngai ana ki te kaupapa	1	3	D
90805	1.5	Mātakitaki i te reo ataata	1	3	D
90135	1.1	Whakarongo ki ngā kōrero o tōna ao	1	4	D
90137	1.3	Pānui i ngā tuhinga huhua noa	1	4	D

Māori > Te Marautanga o Aotearoa > Te Reo Rangatira

ID	Ref	Title	Level	Credit	Review Category
91657	1.1	Te whakapuaki whakaaro hei kōrero whakamōhio	1	3	New
91658	1.2	Te whakapuaki whakaaro hei kōrero auaha	1	3	New
91659	1.3	Te whakapuaki whakaaro hei tuhinga whakamōhio [Externally Assessed]	1	3	New
91660	1.4	Te whakapuaki whakaaro hei tuhinga auaha	1	3	New
91661	1.5	Te whakatau kaupapa hei kōrero	1	3	New
91662	1.6	Te whakatau kaupapa hei tuhinga [Externally Assessed]	1	3	New
91663	1.7	Te tātari i te reo kōrero	1	3	New
91664	1.8	Te tātari i te reo tuhituhi hou [Externally Assessed]	1	3	New
91665	1.9	Te tātari i te reo tuhituhi tawhito	1	4	New
91666	1.10	Te whakamahi rautaki rangahau	1	3	New
91667	1.11	Te whakaatu i ngā putanga rangahau	1	4	New
91668	1.12	Te urupare atu ki ngā tuhinga reo Māori	1	3	New

Appendix

Development of *Te Reo Rangatira* Level 1 Achievement Standards

Process of aligning standards with *Te Marautanga o Aotearoa* (TMoA)

The Level 1 *Te Reo Rangatira* achievement standards have been developed to align the outcomes with the Level 6 ā-Waha (Oral), ā-Tā (Written) and ā-Tinana (Paralinguistic) strands of the *Te Reo Māori* learning area of TMoA.

The process of aligning achievement standards with TMoA was informed by a series of audits across all learning areas commissioned by the Ministry of Education from Māori-medium subject specialists in 2007. The audit of the current standards against the *Te Reo Māori* learning area of TMoA found that:

- the expiring standards did not reflect the current whāinga paetae; and
- a range of new standards was required to address key learning at each level.

A specialist *Te Reo Rangatira* writing panel, consisting of subject specialists working in wharekura, was convened by the Ministry of Education to develop the new suite of standards informed by the recommendations from the audit report. In aligning the standards to the new *Marautanga*, the writing panel determined that the new standards should:

- be strengths-based
- align with kaupapa Māori philosophy
- be sensitive and responsive to cultural issues, for example reo ā-iwi, tikanga ā-iwi, biculturalism vs multiculturalism
- contribute to Māori aspirations for cultural transmission
- enable teachers and schools to meet the demands of national and local curricula
- value and validate mātauranga Māori
- be developed in conjunction with the target users
- reflect best practice and current approaches to teaching and learning.

Accordingly, the panel developed a suite of twelve new *Te Reo Rangatira* Level 1 achievement standards (AS91657-AS91668) that reflect:

- the changes in pedagogy signalled in the learning area (e.g. increased focus on strategies, interrelated language skills and reshaping of the learning area into āheinga reo, puna reo and rautaki reo)
- the big areas within the *Te Reo Māori* learning area such as language strategies, text purpose, language knowledge and language skills that can be applied generically across learning areas such as rangahau/research
- current issues in language development in order to strengthen teaching and learning of *te reo Māori* in Māori-medium settings (e.g. expression of thought through a variety of text purposes).

Supporting documents have been developed to assist in the interpretation of achievement standards and the development of teaching and learning programmes:

- Conditions of Assessment
- Assessment Specifications.

Addressing Duplication

Consideration was given to ensuring that the *Te Reo Rangatira* standards were differentiated from the *Te Reo Māori* standards, and other language standards (including

English) while at the same time taking care to ensure that one set of standards was not considered to be more difficult than the other.

The key differentiator is the Māori-medium context. In addition, the standards reflect the unique aspects of the Te Reo Māori learning area of *Te Marautanga o Aotearoa*, which differs structurally and notionally from other language learning areas.

Addressing Credit Parity

The credits allocated to the standards reflect the time required for the teaching and learning involved. Most standards carry a credit value of 3, with the exception of two standards which carry a credit value of 4: AS91665 (1.9), *Te tātari i te reo tuhi tawhito*; and AS91667 (1.11), *Te whakaatu i ngā putanga rangahau*.

External and Internal Assessment

The method of assessment for the standards best reflects the teaching and learning involved for each standard.

What has changed (summary)?

At Level 1 the twelve new achievement standards (AS91657-AS91668) cover:

- creative language (reo auaha)
- transactional language (reo whakamōhio)
- contemporary text (reo tuhituhi hou)
- traditional text (reo tuhituhi tawhito)
- research, analysis and responding to text.

The panel ensured that the 'big ideas' upon which each standard is based are explained in the progressions and form the basis for defining the step-ups required.

The new standards incorporate some significant shifts in the approach and type of achievement to be recognised and valued through the NCEA process. These changes include:

- a shift in pedagogy and language
- a shift away from formal testing of language skills (listening, speaking, writing reading etc.) in isolation
- a move toward increased recognition and focus on the cognitive processes required to engage in effective and appropriate linguistic encounters
- increased recognition of the complex nature of language and the interconnectedness of linguistic skills
- increased recognition of mastering the process rather than successfully producing a 'one-off' outcome/product.