

People engaged in many ways



What are people's experiences?

NCEA's flexibility provides a range of benefits to learners.

The focus on accumulating credits gets in the way of learning.

Internal and external credits provide students with different ways to achieve.

NCEA creates workload issues for students and teachers.

Across all groups, the thing people like most about NCEA is its flexibility.

NCEA allows students to find success in areas of learning that match their interests and aspirations.

People consider that credits attached to standards have become the default curriculum.

Students tell teachers they are only interested in something if "it's worth credits".

Many people like NCEA's mixture of external and internal credits.

Students build a record of what they can do that is more detailed than pass or fail.

Students often feel powerless to manage workloads or prioritise learning.

Assessments, resubmissions, ongoing marking, and moderation lead to teacher burn-out and discontent.

Finding a subject that you really like—NCEA enables you to succeed through your passions. (Student with disability)

It's worked well for our child. She has been able to bank credits from an early age. She's well ahead at Year 12. We're in talks with her school about what options she has. (Whānau Māori)

You get a chance to strive for your best to get Excellence. (Pacific student)

Ko te tikanga, kei roto i te NCEA te maha o ngā huarahi hei whāinga mā ngā ākonga. (Tumuaki)

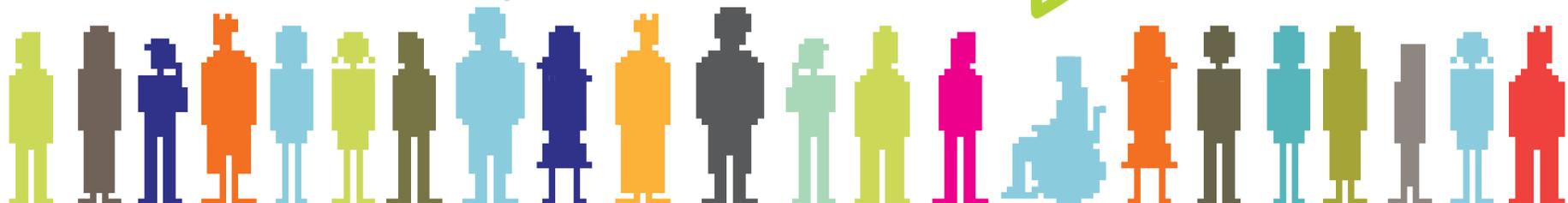
The workload for teachers is immense—this needs to change somehow. (Teacher)

NCEA has given so many of our young men the opportunity to manage success, often for the first time in their life. (Tutor in correctional facility)

I had some very easy internals for 6 credits and some very hard internals that were 2 credits. (Recent school leaver)

Many who have their qualification do not bother to turn up for the externals that they are entered into in November because they do not need the credits. (Parents)

Learning occurs best in a stress-free, comfortable environment, but my NCEA years were some of the most stressful of my life. (Tertiary student)



77% 

77% of people like that NCEA awards credits for many different subjects and skills.

78% 

78% of people dislike that some students stop studying once they have 'enough' credits.

77% 

77% of people like that internal assessment helps students gain credits throughout the year.

83% 

83% of people dislike that students focus on credit counting rather than a learning pathway.

How can NCEA be strengthened?

NCEA could encourage students to engage in richer learning.

Reduce the focus on assessment and credit counting.

Include more relevant, real-world learning.

The way NCEA is assessed could be changed.

Reduce the volume of assessment.
Improve the balance between internal and external assessment.

Encourage more variety in assessment.
Review how NCEA credits are allocated and graded.

The structure of NCEA could be changed.

Change the number and content of NCEA levels.

Change the learning pathways within NCEA.

There could be more support around NCEA.

Provide teachers with more NCEA-related support, resources, and professional learning.

Improve secondary-tertiary links to help make students' transitions smoother.

Encourage teachers to teach to inspire rather than to test all the time. (Parent)

We support the proposal to reduce the number of credits at Level 1, so that we can shift the balance of learning towards activities that are not for credits and reduce student preoccupation with accumulating credits at Level 1. (Teacher)

Achievement Standards should be bigger 'chunks' of teaching worth more credits that allow students to get a comprehensive understanding of the subject and what it entails. (Teacher)

Get every student to stretch rather than just pass. (Parent)

Reducing credits at Level 1 would ensure that the step up from Year 10 to 11 would be much more achievable and a little less daunting for the students. (Student)

Students for whom this [Level 1] would be their highest, and only, qualification would be better served getting a certificate that verified they had the literacy and numeracy skills required to become a functioning adult in New Zealand society. (Tertiary educator)

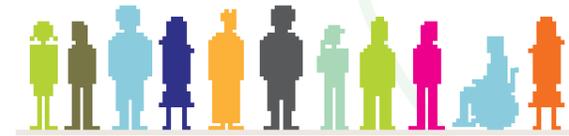
Introduce Vocational Entrance at Year 13 to include University Entrance and Trade Entrance ... Include alongside the New Zealand Curriculum an employer view on what they require of a school graduate. (ITO)

Whenever a standard is modified/updated there must be updated resources available asap ... it needs to be ready to go on release day. (Teacher)

Me maruru ake ngaa kaupapa Māori, me ngaa mahi Māori ki roto i ngaa mahi!! - Karanga, whaikōrero, karakia. Ki te peenei taatou, ka ora ake te reo, ngaa tikanga Māori anoo hoki ki waenga i ngaa rangatahi!! (Ākonga NCEA)



What do people think about the 6 Big Opportunities?



Agree Neutral Disagree

