



NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WEHENGARUA

www.ppta.org.nz

Digest of major policy decisions on NCEA 2002 - 2016

Note: A/C = Annual Conference, WWG = Workload Working Group 2016

When agreed	Policy position
	Theme: Resourcing
2002 A/C	That PPTA continue to demand adequate resourcing for implementation of the NCEA at all levels.
2006 A/C	That PPTA urge NZQA to provide on the NCEA site the following for all internally assessed achievement standards and unit standards in conventional subjects: <ul style="list-style-type: none">• A range, continually updated, of valid tasks that meet all moderation requirements;• Exemplars at NA/A/M/E levels for achievement standards and at NA/A for unit standards with accompanying judgement statements;• This material is to be teacher-only accessed.
2006 A/C	That PPTA urge NZQA to provide exemplars of student performance along with the examiners reports and judgement statements for all externally assessed achievement standards.
2007 A/C	That the PPTA continue to demand the urgent provision of quality moderated tasks and exemplars across all achievement and unit standards used in secondary schools.
2007 A/C	That PPTA continue to demand that the Ministry of Education fully resource: <ul style="list-style-type: none">• Time for the principal's nominee, middle managers and teachers responsible for subject areas to deal with moderation.• Storage space for moderation material.• Specific costs associated with moderation procedures, e.g. colour photocopying, visual and sound reproduction.
2008 A/C	That PPTA reiterates its demand for adequate support for the NCEA in terms of:

	<ol style="list-style-type: none"> a. reintroduction of the senior subject advisory service, with advisors available for all curriculum-related senior subjects; b. significant improvements in the quality, quantity, range and accessibility of professional development to support the NCEA, including for specific target groups such as new, returning and overseas teachers, HODs and teachers in isolated situations; c. use of full-time moderators and subject specialists to radically improve the quantity and quality of sample assessment resources and exemplars of student work available on TKI; d. investigation of options for providing a secure website for assessment resources and exemplars; e. investigation of options for offering pre-moderation or subject expert guidance for teacher-developed assessment tasks; f. staffing improvements to provide time for teachers to develop assessment tasks and carry out internal moderation processes; g. targeted staffing improvements to provide time for Principal's Nominees to carry out their responsibilities; h. financial assistance being provided to schools to cover administration and resourcing costs (e.g. paper storage, even the paper itself). i. NZQA quality assuring assessment resources prior to their being made available to teachers.
2010 A/C	That PPTA members call on executive to demand that the government fully fund professional development for new curriculum and qualification changes, beginning with two teacher only days before May 2011 and followed by further PD days and resources throughout the implementation of the curriculum alignment of standards.
2010 A/C	That PPTA demand that the Ministry of Education and NZQA in consultation with national subject associations: <ol style="list-style-type: none"> i. complete a subject-by-subject audit of assessment changes as a result of the Standards Review, including timelines, new requirements, resources, and other supports available; and ii. based on that audit, draw up a plan to provide increased support to subject areas identified as having been adversely affected by assessment changes including the reinstatement of senior subject advisers in subject areas most adversely affected by the changes.
2010 A/C	That PPTA continue negotiating with the NZQA and MOE to create better support and funding for all internal NCEA assessment.
2011 A/C	That PPTA advises all members that the Teacher Only Days in 2011, 2012 and 2013 announced by the Minister are for NCEA curriculum alignment work and should be used solely for that purpose.
2016 WWG	That the Ministry and NZQA, with the assistance of subject experts, produce a wider range of high-quality assessment resources focusing on level 2 and 3 standards (both internal and external) which: <ul style="list-style-type: none"> • provide clearer exemplification of grade boundaries • emphasise quality rather than quantity of evidence, including guidance on the amount of evidence required (eg indicative word limits)

	<ul style="list-style-type: none"> • are readily accessible from a single website • promote the assessment of more than one standard within or across subjects and curriculum areas for a particular project and provide indications of units of work into which they could be incorporated.
2016 WWG	That NZQA continues with the speedy provision of its new web-based application for NCEA moderation and considers what support is needed for its use.
2016 WWG	That NZQA and PPTA work on developing joint advice and guidance for schools on the Principal's Nominee role and ensure it is readily accessible.
	Theme: Design/qualification rules
2005 A/C	That PPTA continue to give a high priority to advocating improvements to the design and implementation of the NCEA.
2006 A/C	That PPTA's support for proposals for change to the design of NCEA be contingent on their being underpinned by robust research and extensive consultation with the profession.
2007 A/C	That PPTA continue to oppose any changes to the NCEA that conflict with the union's eight criteria for a high quality qualifications system.
2007 A/C	That PPTA does not support subject endorsement.
2007 A/C	That the process of government review must address the disparity of esteem between unit standards and achievement standards.
2007 A/C	That the PPTA oppose reporting of Not Achieved.
2008 A/C	That PPTA work towards the elimination of the Framework terminologies 'unit standards' and 'achievement standards', and replacing them with the term 'assessment standards' for all Framework standards, regardless of their ownership or the number of grade levels they offer.
2008 A/C	That PPTA's policy position on NCEA certification be that in order to achieve any NCEA certificate at Levels 1, 2 or 3, students must meet Level 1 literacy and numeracy requirements.
2016 WWG	That the Ministry, as part of the review of NCEA in 2018, consider the advantages of reducing the number of credits required to achieve NCEA L.1.
	Theme: Workload
2010 A/C	That PPTA members be encouraged to limit, as from 2011, the number of credits offered in most courses they teach to a maximum of 20.
2010 A/C	That PPTA call on the MOE and NZQA to continue to provide leadership to schools by encouraging that students be offered no more than 20 credits in most courses.

2010 A/C	That PPTA urgently establish a Taskforce, set up and chaired by the President, to further investigate workload issues around NCEA assessment, and to report to Executive before the end of term 4, 2010 on a range of options for addressing NCEA assessment workload.
2010 A/C	That PPTA demand that NZQA commission, in consultation with PPTA, a job-sizing study of the role of Principal's Nominee, to be completed by the end of June 2011.
2010 A/C	That PPTA seek further discussion with tertiary institutions about the implications of the credits maximum guideline.
2010 A/C	That PPTA continue negotiating with the NZQA and MOE to reduce workload created by internal assessment, or fund schools adequately for it instead of merely passing on the costs.
2011 A/C	That PPTA endorses the work of NZQA's workload advisory group and demand urgent action to implement all its recommendations.
2016 WWG	That the parties to this Report engage schools and the family/whanau/community with messages that NCEA over-assessment is not conducive to high quality learning and work with them to recommend a maximum number of credits in a student's learning programme annually to reduce over-assessment that has an adverse effect on student wellbeing.
2016 WWG	That the parties to this Report strongly recommend that schools focus on NCEA assessment in years 12 and 13.
2016 WWG	That the parties to this report produce a pan-organisation poster that makes clear how NCEA workload can be reduced.
2016 WWG	That NZQA provide information about NCEA assessment rules and procedures that is readily accessible and clear for all teachers to equip them to address any over-engineering or poor assessment practice in their schools, including making NCEA Myth Busters far more prominent and locatable on NZQA website.
2016 WWG	That the parties to this report actively discourage excessive NCEA assessment and moderation practices. This should include using Managing National Assessment (MNA) reports to clearly indicate where schools are over-engineering.
2016 WWG	That NZQA, as part of providing high quality support for Principals' Nominees on managing quality assurance at the school level, reviews this support with a view to equipping Principals' Nominees to remove any instances of over-engineering in their schools.

2016 WWG	That NZQA and the Ministry revise their website information, guidelines, forms, cover sheets etc to clarify and quantify their expectations and requirements for NCEA moderation and assessment.
2016 WWG	That NZQA pursue, as a high priority, consideration of whether expectations about 'sufficiency' of NCEA moderation could be reduced.
	Theme: Privatisation
2005 A/C	That PPTA support the goal of a high quality publicly funded qualifications system for New Zealand students, and oppose the offering of Cambridge International Examinations in New Zealand schools.
2015 A/C	That PPTA continue to resist privatisation of education in all its forms, including the use of private companies to implement NZQA's digital assessment agenda.
	Theme: Other/General
2002 A/C	That PPTA calls on the Ministry of Education to commission an ongoing independent review of the NCEA by assessment experts.
2008 A/C	That PPTA encourage work to be done on the development of a nationally standardised format of the leaver profile that recognises a wider range of student achievements than those reflected in their Record of Achievement.
2008 A/C	That PPTA demand that at secondary level the ministry stage the mandating of implementation of the NZ Curriculum, with Years 7-10 in 2010, Year 11 in 2011, Year 12 in 2012, and Year 13 in 2013, and that revised assessment standards be registered for use in accordance with that timeline.
2010 A/C	That PPTA energetically advance its plan for change management, as enunciated in the paper, as a blueprint for handling all Ministry and NZQA initiated changes in the future.
2015 A/C	That PPTA's continued support for the NCEA requires the following: <ul style="list-style-type: none"> a. Abolition of percentage achievement targets because they are dangerously inconsistent with the principles of standards-based assessment; b. Decisive action by NZQA to address issues of levelling and credit parity between standards across the Framework. c. Significant reduction in moderation requirements, both for internally assessed standards and for practice assessments for externally assessed standards. d. Consistent, clear and timely feedback from NZQA to teachers across all subjects. e. No further changes in NCEA structure and processes unless they are guaranteed to reduce student and teacher workload. f. Active engagement by the Ministry and NZQA, in consultation with PPTA, to seek actual reductions in the current workload of students and teachers.

	<ul style="list-style-type: none"><li data-bbox="437 194 1425 293">g. Extended resourcing to enable the provision of a wide range of learning pathways for all students who wish to remain at school full-time to the end of Year 13.<li data-bbox="437 293 1425 392">h. Quality annotated student exemplars and a range of tasks for all standards funded by the Ministry, rather than relying upon the goodwill of subject associations.<li data-bbox="437 392 1425 497">i. Reduction of the dominance of universities over the curriculum of the senior school.
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