

The Arts

Key findings on teaching and learning

On average, more than half of students were **achieving at or above** the expected curriculum level on the 2021 NMSSA assessment of the arts.



On average **40%** of teachers reported that they **did not** feel confident teaching and assessing **dance** or **music**.

I feel confident teaching:		
	YEAR 4	YEAR 8
Dance	62%	47%
Drama	72%	64%
Music	51%	51%
Visual Arts	89%	74%
I can confidently assess:		
	YEAR 4	YEAR 8
Dance	59%	50%
Drama	64%	56%
Music	46%	49%
Visual Arts	75%	67%

Approximately **90%** of teachers **agreed** or **strongly agreed** that teaching each of the arts disciplines was important.

Exemplars for teachers

Find out more about the practical tasks in dance, drama, music and visual arts used in the 2021 NMSSA assessment in the Exemplars for Teachers report. Included are task details, annotated examples of student responses, and helpful suggestions for teachers.



Learning Languages

Key findings on teaching and learning

Year 4 students **achieved more highly** on NMSSA's assessment of te reo Māori words and phrases compared with 2016.

60% of students (approx) thought it was **'important'** or **'very important'** to learn te reo Māori. **Ākonga Māori** were more likely than non-Māori students to rate it as **'very important'**.

75% of teachers reported that students spent up to an **hour a week** learning te reo Māori.

Do you incorporate **NZSL** into your teaching?

40%

Year 4 teachers

20%

Year 8 teachers

53% of Year 8 students reported learning an additional language.

3 MOST COMMON	YEAR 8
Spanish	38%
Japanese	32%
French	27%

70% of Year 8 students learning an additional language thought this was **'important'** or **'very important'**.

Resources for teachers

Aronuitia te reo is an engaging card-based resource that schools can use to explore their te reo Māori journeys.

A new addition to the pack, *Whakamanahia*, is now available to download.



Technology

Key findings on teaching and learning

In 2017, the learning area of technology was revised to strengthen the positioning of digital technologies within the NZC. One element of the 2021 study focused on schools' experiences of implementing this new curriculum content.

50% of principals indicated that teachers in their school were **'enthusiastic'** or **'very enthusiastic'** about implementing the digital technologies curriculum content.

About three-quarters of NZ teachers feel confident with the new digital technologies curriculum content.

	Agree / Strongly agree	YEAR 4	YEAR 8
I am able to teach the digital technologies curriculum content.	79%	85%	
I understand the revisions to the technology learning area.	79%	81%	
I feel well supported to teach the digital technologies curriculum	71%	74%	

48% of Year 4 students had previously worked with programmable robots. These students were **more likely to successfully programme** the robot to follow a variety of paths than students who had not used robots before.

Insights for teachers

These bite-size insights into the teaching and learning of technology describe NMSSA tasks and illustrate students' responses. They highlight what NZ students know and can do, outline important ideas for teachers, and include links to helpful resources for teaching and learning.

INSIGHTS FOR TEACHERS

Technology 2021

The Algorithmic Element of Computational Thinking



Providing students with opportunities to develop sequenced instructions engages them in algorithmic thinking.

Recording algorithmic thinking clearly and concisely builds foundational coding skills.

Important ideas for teachers about algorithmic thinking

- Algorithmic thinking is one of the six components of computational thinking. It involves developing step-by-step processes to solve problems. Computational thinking is broader than algorithmic thinking and also involves abstraction, decomposition, generalisation, evaluation, and logic.
- Computational thinking can be described as the thought processes involved in defining a problem and expressing its solution in a way that enables it to be carried out. The solution is often a process, or set of instructions to be followed. Computational thinking can be carried out with or without computers.
- Computational thinking is different to programming. When you make a computational process happen on a computer, that's called programming. In order for the computer to understand the step-by-step instructions, they need to be written in code. The computer reads and processes the code to carry out the instructions. Sound computational thinking prior to programming, leads to outcomes which are more likely to work well for the problem they're designed to solve.

Evidence from NMSSA tasks

260 Year 4 students from 51 schools undertook a programming task called *Robot on the Move*.

The task involved working with a simple... The robots were controlled using buttons...