



Curriculum Insights and Progress Study

National Monitoring Study of Aotearoa | Te Aroturuki o Aotearoa

Mā te mōhio, ka mārama; mā te mārama, ka māia;

mā te māia, ka taea

Through knowing comes understanding;
through understanding comes confidence;
through confidence, it is achievable

Efficacious and engaged: Insights into students, teachers, and principals

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Nau mai, haere mai

- Karakia
- Mihimihi
- Ko mātou tēnei | Introducing the team



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Ngā kaupapa o te rā | Our focus for today

- Quick intro to Curriculum Insights
- Contextual teaching and learning factors
- Efficacy and engagement
- Key insights for students, teachers, and principals
- Closing mihi and karakia



Curriculum Insights

...provides useful information about how students are progressing and achieving,

and helps us understand how the refreshed curriculum is being used in schools.

These insights can be used to support ongoing improvement across the education system.



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A strong foundation

1995 – 2010
NEMP

National Education
Monitoring Project



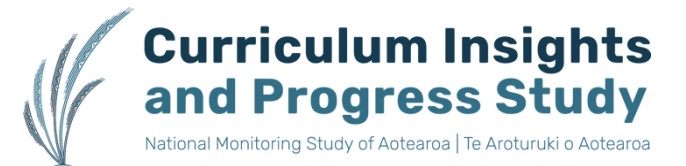
2011 – 2022
NMSSA

National Monitoring
Study of Student
Achievement



2023 – present
Curriculum Insights

Curriculum Insights
and Progress Study



Three key components



Learning area assessments

School visits: trained Kairangahau Kaiako collect data from students in Years 3, 6, and 8.



Foundation assessments

Reading, writing, and maths assessments carried out online by the teachers and schools involved.



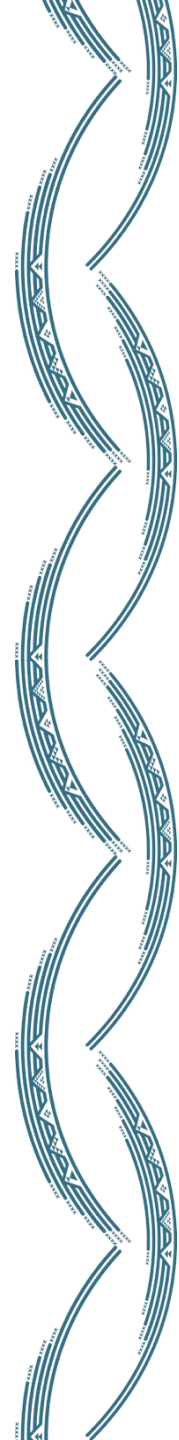
Research Panel of Schools

Nimble and responsive data collection from a representative panel of 40 schools.



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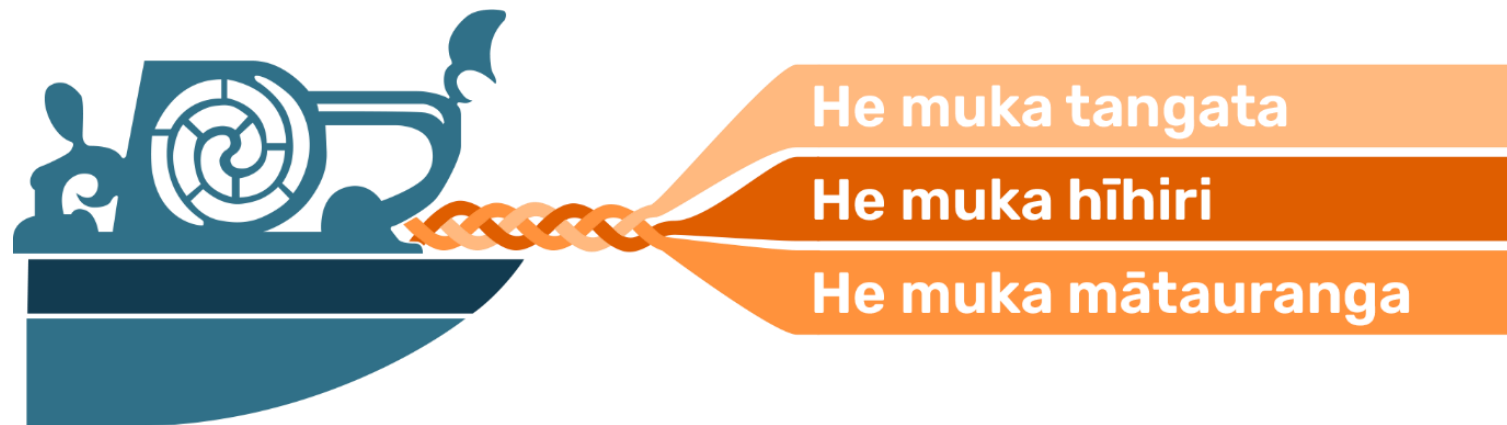
Contextual Teaching and Learning Factors

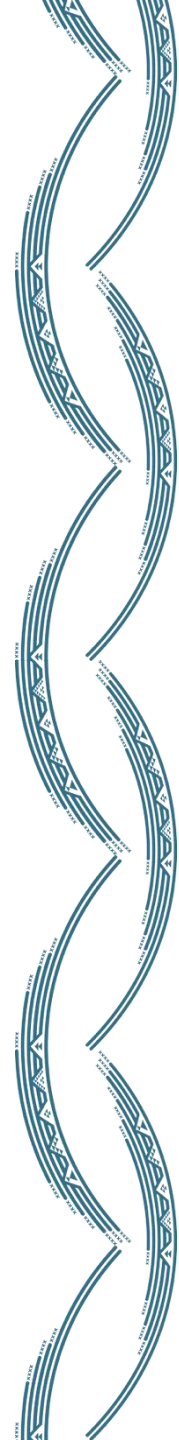


Contextual factors

He muka hīhiri | Motivational factors

- Oranga tangata | Wellbeing
- Te maia me te whakapono | efficacy beliefs
- Whāia te mātauranga | School emphasis on academic success





Efficacy and Engagement





Te Maia me te Whakapono | Efficacy Beliefs

- **Student self-efficacy**
 - What learners believe they can do
- **Teacher and principal self-efficacy**
 - What educators believe they can achieve
- **Collective efficacy**
 - What schools believe they can achieve together





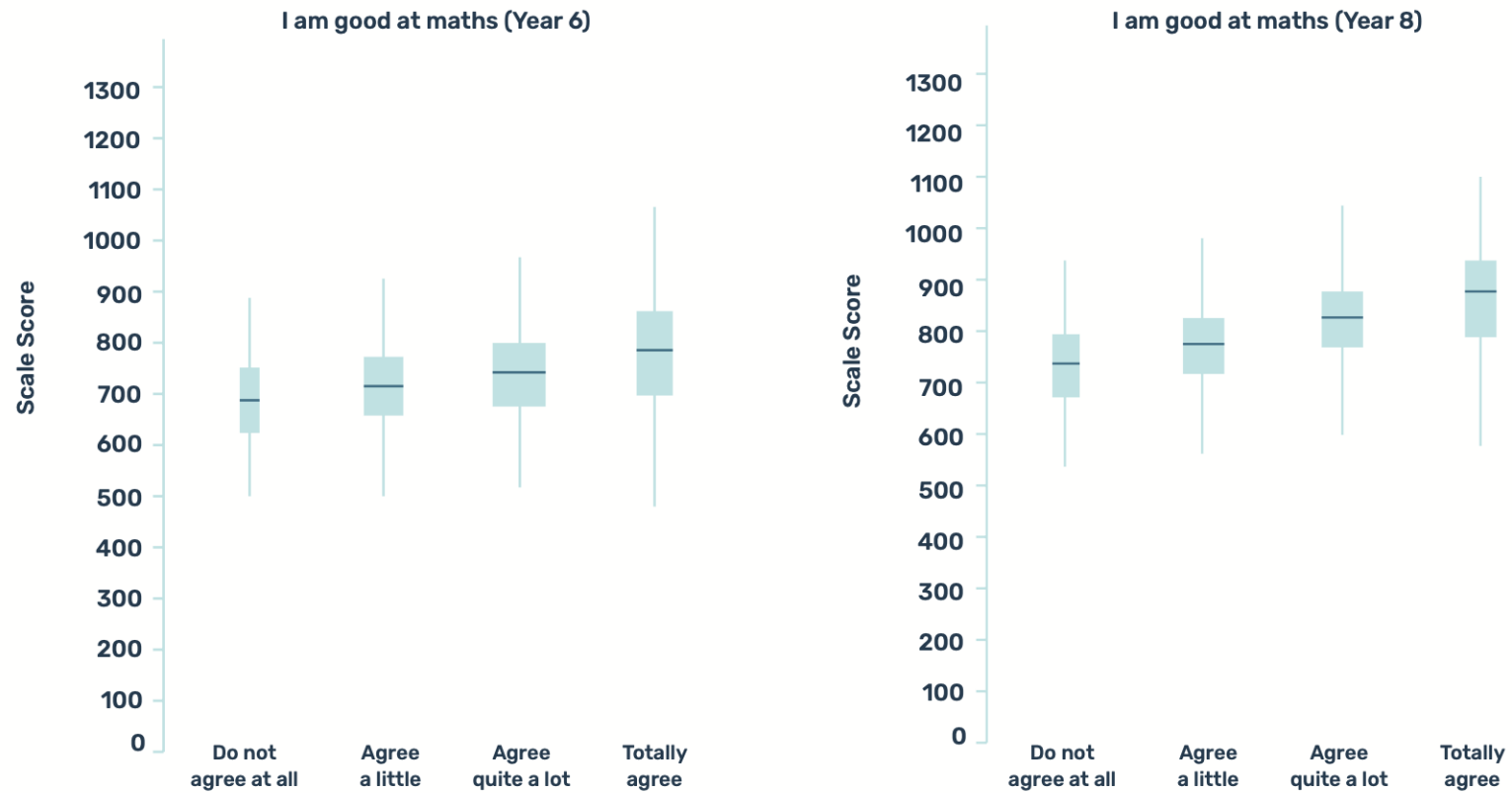
Key insight: students

**Student self-efficacy declines over time
and is not distributed equally**



Same score – different future?

Figure 3.16: Distribution of Year 6 and Year 8 students' mathematics scale scores by extent to which they think they are good at mathematics



Key insight: teachers/ principals

Educators report high self- and collectively efficacy

- Teachers were particularly confident about collaborating with colleagues, working with whānau, adapting instruction, and explaining difficult concepts
- Principals were highly confident in setting direction, using evidence, developing shared goals, and supporting improvement
- Teachers and principals generally believed their staff could address student needs, create inclusive environments, and work together effectively



Key insight: teachers/ principals

The hardest parts of the job:

- Teachers felt least confident motivating disengaged learners
- Principals felt least confident motivating and creating engagement among teachers
- Teachers were also somewhat less confident about advocacy, challenging practices that don't feel inclusive and ensuring student agency
- Both groups least confident in their collective ability to prevent bullying effectively and support all learners to become engaged in school work





Building self-efficacy in our schools

When possible:

- Create opportunities for genuine success
- Be intentional about messages of capability
- Provide visible role models
- Help learners make sense of challenge and emotion





Oranga tangata | Wellbeing and Engagement

- Wellbeing at school is supported by environments where everyone can feel connected, maintain a healthy balance in their lives, and thrive
- Student wellbeing is recognised as both an important outcome of school and a factor closely linked to overall student success (e.g., belonging and liking school)
- Educator work engagement is linked to higher wellbeing, reduced burnout, and responsive teaching and leadership practices (e.g., Utrecht Work Engagement Scale; absorption, dedication, and vigour)

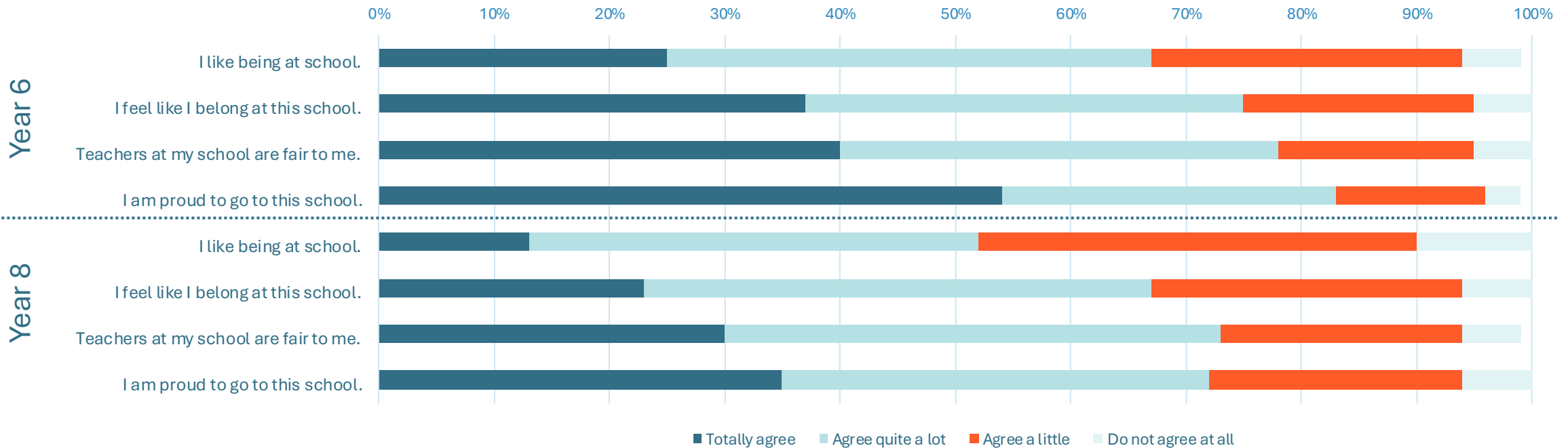


Key insight: Student wellbeing

Most students reported enjoying school, with younger students showing greater positivity.

Students achieved similarly in mathematics and science regardless of how much they reported liking school.

Year 6 and Year 8 Responses to Wellbeing Items

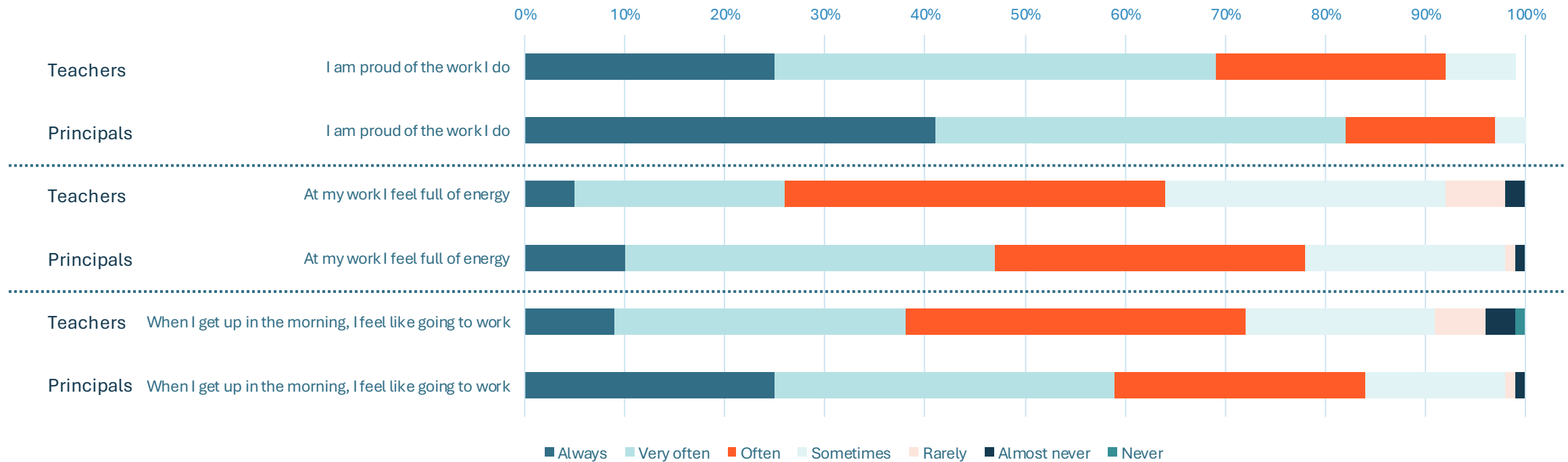


Key insight: Teachers and principals

Teachers and principals are highly engaged (but tired!)

Educator engagement is similar across gender, equity index, and student year levels

Teacher and Principal Responses to Work Engagement Items

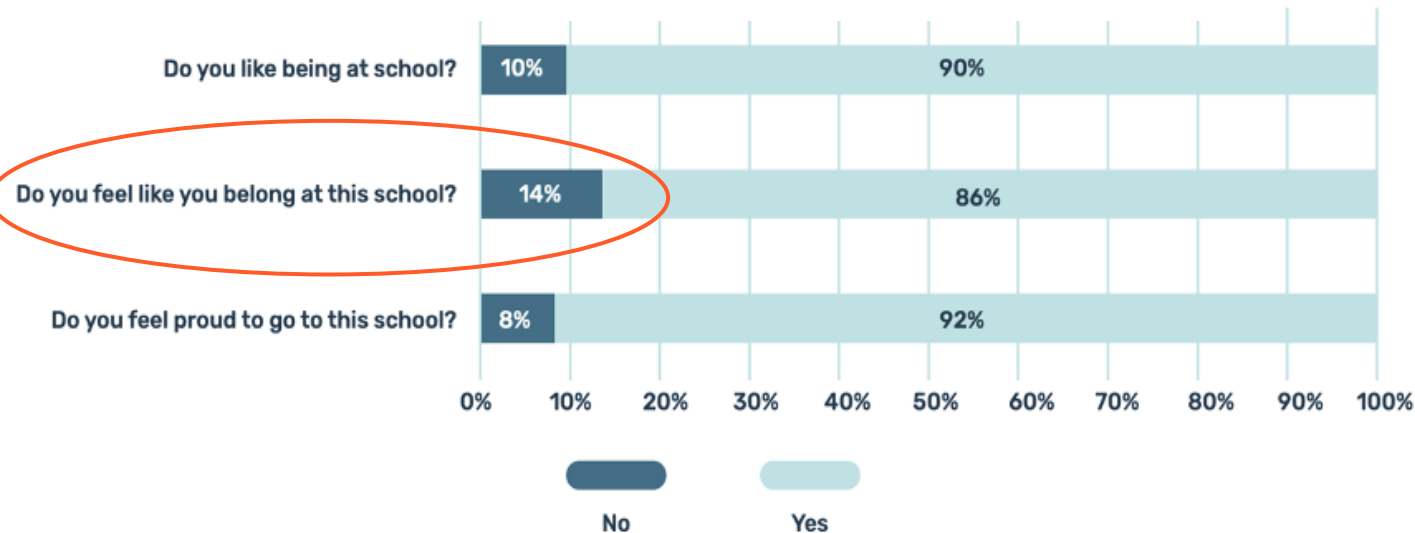


What this might mean for your school

Student wellbeing “shapes their school performance”.

Most students report generally positive wellbeing at school, but a notable minority report lower levels of wellbeing.

Year 3 Responses to Wellbeing Items



- Prioritise wellbeing as an outcome in its own right, not just a driver of achievement
- Target Year 6-8 (early adolescence)
- Build a sense of belonging: feeling included and accepted



What this might mean for your school

Educator engagement

- Recognise high levels of commitment and pride in mahi
- As engagement does not vary much across groups, stress is likely shaped by organisational conditions, not individual characteristics



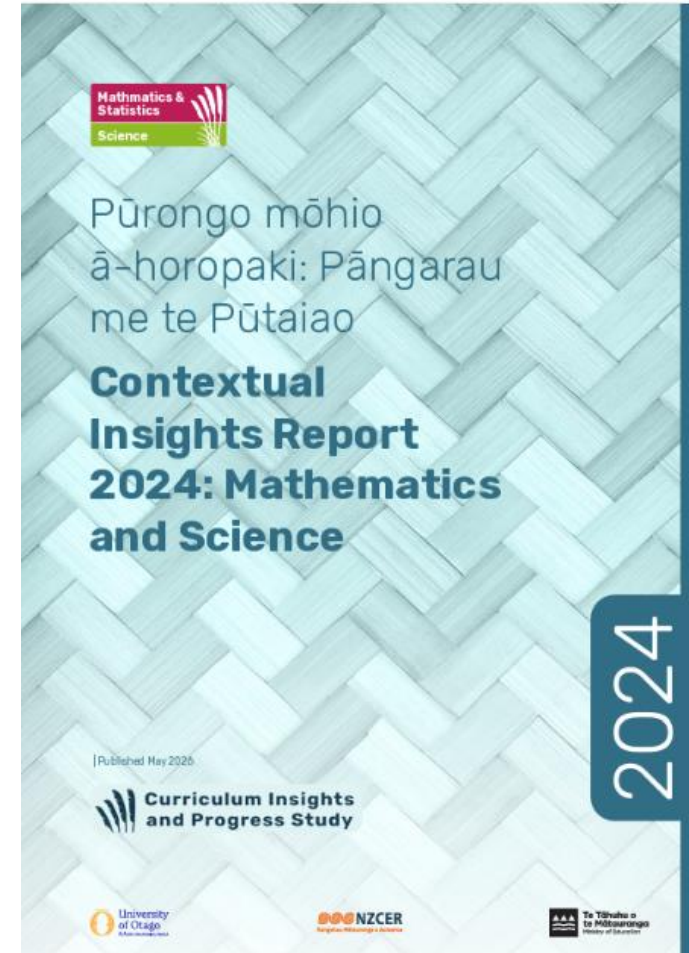
Where to find more information

CurriculumInsights.otago.ac.nz

The screenshot shows a web browser displaying the 'Curriculum Insights and Progress Study' website. The page title is 'Contextual results from the national mathematics and statistics and science assessments 2024'. The main content area is titled 'Student questionnaire' and features three dropdown menus: 'Choose year level:' (Year 8), 'Choose contexts:' (Self-efficacy), and 'Choose variable:' (None). Below these are two tabs: 'Table' (selected) and 'Plot'. The 'Table' view shows a table of results for six questions, with columns for 'Totally agree', 'Agree quite a lot', 'Agree a little', and 'Do not agree at all'. The 'By percent' radio button is selected.

Question	Totally agree	Agree quite a lot	Agree a little	Do not agree at all
I am good at maths.	19%	37%	32%	12%
My teacher thinks I am good at maths.	22%	42%	30%	7%
My whānau or family thinks I'm good at maths.	32%	37%	23%	8%
I am good at science.	6%	27%	48%	19%
My teacher thinks I'm good at science.	7%	30%	49%	14%
My family or whānau thinks I'm good at science.	12%	31%	40%	17%

Note: Missing responses excluded from percentage calculation.



Ngā Pātai - Q & A





Nei te mihi ki a koutou | thank you all

- Mihi whakamutunga



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Karakia Whakamutunga

E rere, e rere
E tuku, e tuku
Kia wātea mai i ngā mahi, me ngā taumahatanga o te wā

E rere, e rere
E tuku, e tuku
Kia rongu te aroha, te manaakitanga o tēnā, o tēnā

E rere, e rere
E tuku, e tuku
Kia haumaruru ai tātou, ki raro i te wairua o ngā mātua tūpuna

Mauri tū!
Mauri ora!

