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National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 4 2014

Tēnā koutou! 你好! 안녕하세요 Kia orana! Bonjour! Guten Tag!
こんにちは。 Salvete! Faka'alofa lahi atu! Talofa lava! ¡Buenos días!
Malo e lelei! Taloha ni!

Welcome back to term 4 and our final newsletter for the year.

This newsletter focuses on:

- 2014 External examinations
- Programme planning for 2015
- Preparing students for external examinations
- E-learning
- International Capabilities
- The New Zealand Sign Language Achievement Standards
- Tongan Achievement Standards.

The [Learning Languages Wiki](#) has further resources, such as professional readings and shared teacher resources. We welcome any material which you would like to share with other teachers, for example, resources for assessing Internal Achievement Standards. This will be added to the wiki.

We wish you all the best for the final term of the year.

Jeni, Deb and Siliva

PLD opportunities this term and in 2015

There will be cluster workshops offered across the regions this term. The details of these are on the following page.

In 2015, there will be National workshops offered in major centres. These will take place early in term 1, where possible. The content of these workshops will be based on feedback from teachers at workshops and cluster meetings held during 2014. Networked inquiry clusters are also being planned to meet the particular needs or demands of a region. These PLD opportunities are Ministry-funded and there are no registration costs for participating. Please contact us if you have any queries.

2014 Examinations

Please note the Assessment Matters newsletter from NZQA about the Listening examinations in 2014 on the following link:

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/listening-passages-in-languages-2014-examinations/>

The listening passages for Level 3 and Scholarship Spanish will be provided on a DVD. The listening passages for all other NCEA and NZ Scholarship examinations will be provided on CD. There will not be a song in any language examination.

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Preparing students for the External Examinations

Students learn most effectively when they have to transform from one format or mode to another, for example, listening to writing, or from reading to drawing.

The University of Leicester website makes this point on their [Revision and exam skills' page](#).

One way of revising is to give students lots of practice papers to do. Another is to give your students some marked sample papers, which have had the comments and grades removed, and get them to decide what grade the paper would have achieved using the Assessment Schedule.

This will assist them in understanding the difference between Achieved, Merit and Excellence, ie is the answer "on the line", "between the lines" or "beyond the line"?

Encourage them to use their ears by immersing themselves in the target language. Listen to music, blogs, online revision sites, YouTube videos.

Use online websites to help revise vocabulary, but encourage students to make their own vocabulary notebooks, either electronically or by hand, and under topic headings and in phrases, ie a lexical notebook. For example under the topic of "School" phrases like: "to study for", "to be interested in" and encourage students to test one another, by using them in question and answer sessions at the beginning of a lesson. Use Graphic Organisers to get students to revise tense forms and verb endings as sometimes it is the tense of a sentence which will be the most important factor, not only in understanding it, but also in answering a question correctly.

There are a number of websites with revision ideas, for example, <http://www.whystudylanguages.ac.uk/ks4/reading>.

Remember to discuss with your students how they learn most effectively. The following is an excellent article which reinforces the need for repetition.

<http://www.theguardian.com/education/mortarboard/2012/nov/06/how-your-brain-likes-to-revise>.

E-Learning in a Languages classroom

October is Connected Educator Month. Go to the following link <http://connectededucator.org.nz/> and sign up for professional learning around the use of digital technologies; to connect with other colleagues or to grow your own professional learning. There are different activities offered every day, globally as well as here in New Zealand.

For example [Video conferencing to enhance international school partnerships](#)

Other useful links are:

<http://learning-languages.tki.org.nz/ICT-and-e-Learning>

[http://elearning.tki.org.nz/Teaching/Snapshots-of-Learning/Search/\(type\)/1/\(tag\)/5](http://elearning.tki.org.nz/Teaching/Snapshots-of-Learning/Search/(type)/1/(tag)/5)

<http://learning-languages-with-icts.tki.org.nz/>

<http://digistore.tki.org.nz/ec/search?topic=Natural+languages>

Consider joining the vln community and becoming part of a group blog on a topic of your interest:

<http://www.vln.school.nz/groups/profile/572/vln-community/>

Cluster meetings, term 4, 2014

Northern and Central North regions

Cluster meetings are being offered in term 4 to incorporate planning for 2015. Emails have been sent out to schools. If you are interested and have not received an email please contact [Deb Ward](#).

Central South and Southern regions

Dunedin: Wednesday 15 October, 1.00-5.00 EG1, Education Centre,

Invercargill: Thursday 16 October, 1.00-5.00, James Hargest College

Manawatu: Tuesday 11 November, 9.00-3.00 PNGHS

New Plymouth: Wednesday 12 November, 3.30-5.00 NPBHS, Spanish classroom

Christchurch: Thursday 20 November, 9.00 -3.00, DA5 UC Education *Plus*

Nelson: Tuesday 25 November. 9.00-3.00, FM Classroom, Collingwood Street

Useful links and resources

<http://learning-languages.tki.org.nz/>

<http://learning-languages.tki.org.nz/Learning-Languages-in-the-NZ-Curriculum>

<http://learning-languages.tki.org.nz/News-and-Deadlines>

<http://learning-languages.tki.org.nz/Pedagogy-and-research>

<http://learning-languages.tki.org.nz/Language-Resources>

Programme planning in a Learning Languages classroom

The National workshops this year focused on programme planning in a Learning Languages classroom with an emphasis on student interest and combined level classes. Teachers found that it was easier to start with topics which interested the students at years 12 and 13 and then to backward map to years 11, 10 and then 9. This allowed them to see the big picture and ensure that relevant language was developed at the required level. Having an overarching theme sometimes makes the planning easier and the tasks for the Internal Achievement Standards then naturally fit into this theme, eg taking part in an international exchange programme; the Seven Deadly Sins; or [Taking it Global](#). This is a link to the Taking it Global project where schools can link up with other schools internationally in a safe online environment. One Wellington school is already involved in this project through a visiting German teacher, Tricia Fellingner, who is on a Fullbright Scholarship from Ohio.

Resources from the workshops and cluster meetings will be shared on the [Learning Languages wiki](#).

As you are collecting student evidence for the Internal Achievement Standards and moderating student work with other teachers, keep in mind the following points for your 2015 planning:

- Which tasks were successful and why? Get student feedback about this.
- Did your tasks allow the students to cover the concepts required at each level?
- Did you unpick the requirements of the Standard with the students so that they had a sound knowledge of what is required? For example, what evidence is required?
- Did you give your students feedback, how much and what kind, in order to help them with preparation for the next task?
- Did the tasks for the interaction and writing come from the same topic and were they able to be linked? Doing this would allow the students to interact naturally and write, for example, discussing and planning a pre Ball party and then writing about how it went, and what happened for a friend who was not able to attend.

If you have further queries about how to assess the Internal Achievement Standards, enrol in either a "Collecting Evidence" workshop (to be held in Whangarei, Auckland, Palmerston North, Wellington and Dunedin in late November), or in a Best Practice workshop in 2015. See the following link to the [Best Practice workshops](#).

Programme planning will be discussed further at National Workshops in 2015. However, do not hesitate to contact Jeni, Deb or Siliva, if you have queries.

New Zealand Sign Language

By 2017, standards for teaching New Zealand Sign Language will be available for NCEA Levels 1 to 3. [Read more](#) in this link to the New Zealand Education Gazette, 14 July 2014.

Effective teaching for Pasifika students

This film shows the benefits of valuing and sharing the languages that Pasifika students bring with them into the classroom.

<http://pasifika.tki.org.nz/Media-gallery/Effective-teaching-for-Pasifika-students/Language#video-transcript>

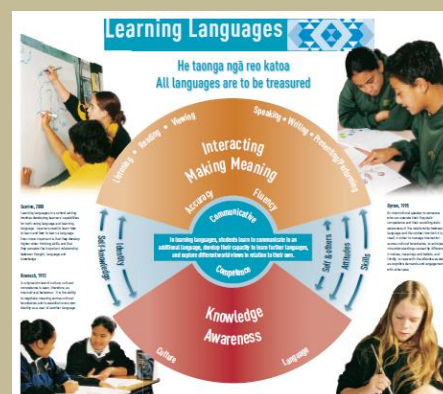


Vagahau Niue Language Week
October 13 – 19

Gagana Tokelau Language Week
Oct 26 - Nov 01

Learning and Teaching Languages Symposium

Wednesday 22 October, 1pm-5pm
Wheki 302, University of Canterbury



Launch of Lea Faka-Tonga Achievement Standards

One of the highlights for Tongan Language Week last term, September 1-7 was the launch of the Lea Faka-Tonga Achievement Standards in Auckland.

On Wednesday September 3, the Mangere College auditorium was filled with red and white - the national colours, as well as the aroma of fresh kahoā kakala (leis) as the Tongan community celebrated another significant milestone in New Zealand education. The journey has been a long one and many people and organisations like MOE, NZQA, Ministry of Pacific Island Affairs (MPIA), and consultants have been involved in the process. In true Tongan customs, these people were formally acknowledged with traditional gifts.

One of the unique features of the launch was the multicultural powhiri lead by all the cultural groups representing the languages offered at Mangere College – Te reo Māori, Cook Islands Māori, Samoan and Lea faka-Tonga. A student representative from each of the language groups spoke to welcome the guests and community members to their school. The audience was entertained by a graceful performance of a tauolunga by the girls from McCauley High School. A quintet from Southern Cross Campus performed a creative rendition of a Tongan song; an energetic and lively soke from the boys of Mangere College got the crowd on their feet with excitement and capped off the entertainment section of the programme.

Lea Faka-Tonga achievement standards have been trialled by ten schools in Auckland. They are Sir Edmund Hillary Collegiate, Otahuhu College, Mangere College, Southern Cross Campus, McCauley High School, De La Salle College, Auckland Girls Grammar, Onehunga High School and Kia Aroha College. From 2015, all levels will be in full swing. It is anticipated that more schools will now consider offering Lea Faka-Tonga as a result of this milestone to support the success of their learners, families and communities.

The Lea-faka Tonga achievement standards and associated resources will be available for schools to use at NCEA Level 1, 2 and 3 in 2015. [Read more](#) in the New Zealand Education Gazette, 23 September 2014.

International Capabilities

<http://nzcurriculum.tki.org.nz/Curriculum-resources/International-capabilities>

The International Capabilities report which was published in July this year looked into the international capabilities for students in New Zealand schools. As the [summary report](#) states: "International capabilities are how the NZC Key Competencies look when young people apply them in intercultural and international contexts. That is, international capabilities are the knowledge, skills, attitudes, dispositions, and values which make up the Key Competencies that enable people to live, work and learn across national and cultural boundaries." The report goes on to state that "all students can further develop and apply their international capabilities through a range of learning opportunities at school."

This is where learning a new or additional language is being recognised as invaluable. The following link [Developing international capabilities](#) gives examples of contexts for developing the capabilities. Resources to help develop these capabilities in schools can be found at this [here](#). These are further reasons for the importance of offering a new or additional language in a school.

A secondary school Principal cites as one of his reasons for implementing a compulsory second language learning programme in 2015, that it "has multiple benefits, including teaching people to think differently".

Read the article: [School could be language hub](#).

Language associations



NZ Association of Language Teachers

There are new links and information on the updated website

<http://www.nzalt.org.nz/>

NZ Chinese Language Teachers Association

<http://groups.yahoo.com/neo/group/s/nzclta/info>



NZAJLT NZ Association of Japanese Language Teacher

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<http://www.japanese.ac.nz/>



STANZA The Spanish Teachers' Association of New Zealand Aotearoa

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<http://web.me.com/stanza/STANZA/Welcome.html>



GANZ German in Aotearoa New Zealand

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NZAFT New Zealand Association of French Teachers

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Tongan Language Teachers Association

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