

This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 1 2015

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 to our first newsletter for 2015. We hope that you have all enjoyed the wonderful summer we've been having and are returning feeling refreshed and re-energised.

The Secondary Student Achievement Professional Learning and Development contract continues this year with the theme of a "future focused approach to Learning Languages", which is the title of the national workshop programme in term one. Our thanks to those of you who completed the surveys in term 4, 2014, as they have informed the planning for this workshop.

This newsletter focuses on:

- 2015 professional learning support
- Analysing NCEA data
- Vocational Pathways and Cross Curricular Standards
- Updates and useful links

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. These will be added to the wiki.

We wish you all the best for 2015.

Jeni, Deb and Siliva

Professional learning and development opportunities this term

In 2015, one national workshop will be offered in each region. See the box opposite for details of dates and regions.

Details of the workshops, including the venues and links for enrolment, will be available shortly on the TKI Secondary Middle Leader portal: <http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

and on the Learning Languages PLD wiki: <https://learninglanguagespld.wikispaces.com/>

Networked in-depth inquiry clusters are also planned to meet the particular needs or demands of a region. These PLD opportunities are Ministry-funded and there are no registration costs for participants.

Free national workshops

As part of the Secondary Student Achievement PLD, we will once again be offering one free national workshop in term one. This workshop has been designed in response to the Learning Languages survey in term 4. The theme is 'Future focused approach to Learning Languages'. Morning tea is provided. BYO lunch.

Northern and Central North regions

Napier: Monday 16 February

Rotorua: Monday 23 February

Hamilton: Wednesday 25 February

Whangarei: Monday 2 March

Auckland: Wednesday 4 March

Central South and Southern regions

Christchurch: Thursday 12 February

Nelson: Tuesday 17 February

Wellington: Friday 20 February

Palmerston North: Monday 23 February

New Plymouth: Wednesday 25 February

Invercargill: Tuesday 3 March

Dunedin: Thursday 5 March

Details and enrolment forms will be sent to schools. Please contact Jeni or Deb if you have any queries. Our contact details are listed on page 2.

Teaching as inquiry: analyzing your data

As teachers, we are constantly inquiring into our practice and considering what is working, or not, and why. At this time of the year many of you, as HODs and TICs, are analyzing your NCEA results. How are you ensuring that this information is useful to you and your students as you plan for the year ahead? This information will help you with the [focusing](#) dimension of a teaching as inquiry cycle, as follows:

What knowledge and skills do our students need to meet important goals?

Some of the possible questions which you may ask to inform the focus for your inquiry are:

- What are my students' goals and aspirations?
- What do my students already know and what can they already do?
- What sources of evidence have I used and what else would be useful?
- What do my students need to learn and do?
- What knowledge do my students already have of different languages?

You may look at the following possible sources of evidence:

- NCEA achievement data
- Surveys of student engagement
- Student interviews about how they understand their learning
- Analysis of student work
- Assessment data (eg aSTtle, PATs)

Think about the following points as you look at the evidence:

- Obtain copies of students' papers to find out what your students did well in or not so well. Are there some patterns across your classes? Do you use these as exemplars later in the year? Remember to get student permissions.
- Talk to your students: how long did they spend on certain questions, some useful strategies which they used or some areas which they found difficult.

These questions will then lead on to the second dimension of the cycle which focuses on your knowledge and skills as a teacher and the possible questions:

What knowledge and skills do we as professionals need to meet the needs of our students?

- What sources of evidence can I use to find out about my knowledge and practices and my learning needs?
- What do I already know that I can use to improve outcomes and meet the needs of my students?
- What do I need to learn and do differently to improve outcomes and meet the needs of my students?

This then challenges you to review programmes as you consider:

- How did your students perform in each standard?
- Is there a pattern developing which may require a shift in the standards offered or in the preparation for the external standards?

Some of the above questions are adapted from: Timperley, H. (2011) *Using student assessment for professional learning: focusing on students' outcomes to identify needs*

State of Victoria Department of Education and Early Childhood Development
<http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf>

Contact details for Learning Languages

National Coordinator Northern and Central North regions

Deborah Ward

Faculty of Education
The University of Auckland
T: 09 623 8899
M: 027 588 0488
F: 09 623 8881
E: d.ward@auckland.ac.nz
W: <http://www.teamsolutions.ac.nz>

<https://learninglanguagespld.wikispaces.com/>

National Coordinator Central South and Southern regions

Jeni Lemberg

UC Education *Plus*
Te Tapuae o Rehua Consortium
University of Canterbury
T: 03 546 0587
M: 027 405 6724
E: jeni.lemberg@canterbury.ac.nz
W: [UC Education Plus Web Site](#)
[Mau ki te ako website](#)

Regional Facilitator Northern and Central North regions

Siliva Gaugatao

Faculty of Education
The University of Auckland
T: 09 623 8899 ext. 48134
M: 027 555 4655
F: 09 623 8881
E: s.gaugatao@auckland.ac.nz
W: <http://www.teamsolutions.ac.nz>

Pasifika Resource



'Saili Matagi' ('seeking the winds') is designed to support school leaders and teachers of Pasifika learners as they reflect on the theme of culturally responsive practice. This resource includes a DVD and an information booklet. Order through UC Education *Plus* on this [form](#).

Vocational Pathways and the use of cross curricular standards

The following report from Chitose Izuno, HOD Languages, Heretaunga College, is a summary of the survey which many of you completed at the end of last year. Our thanks to Chitose for her involvement in this area on behalf of us as language teachers.

Many thanks to those who contributed to the Vocational Pathways survey at the end of last year. There were 163 responses in total and the results are briefly summarised below.

38.1% of the teachers either already offer, or are looking at new curricula related to the Vocational Pathways (VP) in their school/courses, or they are simply interested in knowing more about the Pathways. However, 58.7% feel ill-informed about Vocational Pathways, and 3.2% are not interested in it. Some of the main reasons for the lack of interest is that they feel VP is not relevant, as the school sees itself as an "academic school", or because Learning Languages has virtually no profile in the Vocational Pathways. This is despite the fact that many of the skills learned in a languages classroom will be relevant to students' work life.

All respondents felt that the Learning Languages section is poorly represented in the VP schemes because of the lack of Language standards in the documents. There is the feeling that Languages should be in all industry sectors as they are relevant to all employment sectors.

Another issue raised was that Languages standards are difficult to separate as all of the 5 Languages achievement standards support each other and do not work well in isolation. Yet in the VP documents mainly Interaction Standards are included despite the fact that the Interaction skills are reliant on Listening skills. Survey respondents also suggested that new, resurrected or modified standards (e.g. translation, summarising, or cultural aspect papers) should be used.

Teachers also feel that the NCEA Languages standards currently offered are not "work related" standards and that we should more fully promote to the Ministry of Education how Languages provide useful skills for students living as 21st Century citizens in the global world. They also suggest that it might be a good idea to approach NZQA to request some new/renewed Languages standards relevant to the various pathways.

Our school will offer a new language class called the 'Pathway course', as we implement a radical new course structure from this year. The students typically will do Interaction and Writing achievement standards in the target language together with an achievement standard/unit standard from another subject area related to their chosen pathway.

We have found in the past that not many students continue to study languages after high school in a professional sense. They may do further language study at university but they may not necessarily major in Languages. We will still offer a core language course. However, we need to create a new pathway for students who enjoy learning a language, but do not need the rigour of an academic language course.

Because we are limited by the Languages standards matrix the only way to offer an alternative programme is to "hijack" standards from other subject areas. Students who do not intend to carry on with Languages can still obtain useful credits from their interest in a target language with standards from the Digital Technologies/Media Studies/Tourism or Business matrix but the context will be in the target language/country. An example of an alternative programme of study is on the following page.

What's new?

Clarifications for the internal achievement standards

Changes have been made to the Clarifications for all internally assessed standards. Go to the [subjects](#) page, select your language, scroll down to Resources for internally assessed standards and below are the Clarifications

Assessment Specifications for the external achievement standards

These have been updated for 2015, click on [subjects](#) page, select your language, scroll down to Resources for externally assessed standards, and below Assessment Specifications.

Assessment Specifications for Scholarship

Click on [subjects](#) page, select your language, then scroll down to **Scholarship**.

2015 NZQA Best Practice Workshops

Dates, locations and registration details for the three different types of workshops for 2015 will be available at: <http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>



New Zealand Sign Language Week

May 11 – 17

Vaiaso o le Gagana Samoa

May 25–29

Te Wiki o te Reo Māori

July 20-26

<http://www.nzhistory.net.nz/culture/maori-language-week>

<http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Maori-language-Week>

International Languages Week

17-23 August

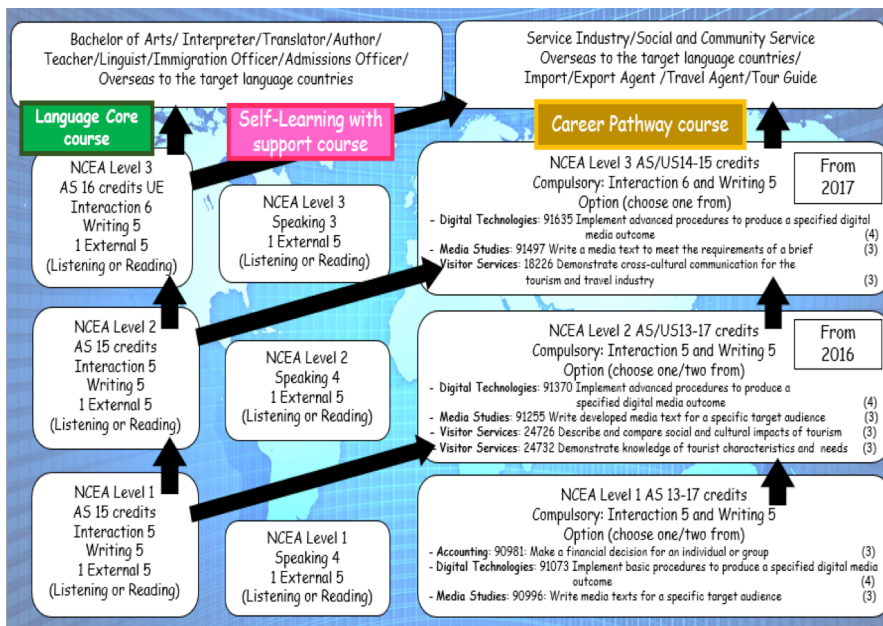
<http://www.nzalt.org.nz/>

Vagahau Niue Language Week

October 12 – 18

Gagana Tokelau Language Week

Oct 26 - Nov 01



There are other achievement standards which you may consider when looking at a Cross Curricular programme in Learning Languages. For example, History AS91229 (2.1): *Carry out an inquiry of an historical event or place that is of significance to New Zealanders*; Religious Studies AS90827 (3.4) *Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions*. These are dependent on you, your programme, your school and the willingness of other subject teachers to work with you.

If you are interested in such an approach in your programmes, look at enrolling in the "Collecting Evidence" workshops which will be offered this year as part of the Best Practice workshops.

Useful links and resources

Learning Languages Community

Information, links and resources to support language learning and teaching

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

The senior secondary teaching and learning guide

Links to the secondary teaching and learning guides

<http://seniorsecondary.tki.org.nz/>

Secondary middle leaders website

Information, tools and resources to support secondary middle leaders

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders>

Secondary Education Portal

Contains links to key resources and websites

<http://secondary.tki.org.nz/>

Inclusive Education

This is a new TKI website for supporting learners with diverse needs

<http://inclusive.tki.org.nz/>

Down the Back of the Chair

To order Ministry teaching resources

http://www.thechair.co.nz/servlet/Srv.Ecos_Process_HTML_File?P1=/graphics/moe/signon.htm

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



NZAJLT NZ Association of Japanese Language Teacher

Michelle Lodge, President

Email: nzajlt40@gmail.com

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



STANZA The Spanish Teachers' Association of New Zealand Aotearoa

Cheryl van Dijk, President

Email:

cheryl.VanDijk@stcuthberts.school.nz

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



GANZ German in Aotearoa New Zealand

Antonie Alm, President

Email: antonie.alm@otago.ac.nz

<http://ganz.ac.nz/>



NZAFT New Zealand Association of French Teachers

Sue Pommarède, President

E-mail: suepnzft@gmail.com

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

Tongan Language Teachers Association

Brian Lata, Secretary

BrianL@tangaroa.school.nz

FAGASA, National Association of Samoan Language Teachers in NZ

Eliu Samuelu

Eliu.Samuelu@kiaaroha.school.nz

FAGASA President for Auckland

Sia Batcheler S.Batcheler@aranui-high.school.nz

FAGASA President for Christchurch