

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 Tapuāe o Rehua consortium.

National Newsletter: Secondary Literacy

Information and resources for Leaders of Literacy in secondary schools | Term 1 2015

Greetings to you all, Kia ora, Kia orana, Fakaalofa lahi atu, Mālō e lelei, Tālofa lava, Talofa ni. Welcome back! We hope that you have had a wonderful summer break and we look forward to our ongoing contact with you in 2015.

Denise, Irene, and Mal

Looking back and looking ahead....

In 2014 we ran a series of national workshops focused on collaborative partnerships between Literacy Leaders and Middle Leaders of Mathematics and Statistics. These workshops were successful in bringing together expertise in both Mathematics and Literacy, and focused on a small inquiry around a group of students. Some of the participants' comments from 2014 include:

"...Enjoyed the opportunity to work in the Mathematics area...this was quite new for me." (Literacy Leader)

"We realised our students had literacy needs...the inquiry helped us to focus on what we could do in Mathematics." (Mathematics Leader)

In 2015, our national workshop series will focus on collaborative partnerships with Social Studies leaders in years 9 and 10:

National workshop: Literacy in the Context of Social Studies (Years 9 and 10)

Napier	March 9 th
Whakatane	March 10 th
Hamilton	March 11 th
Auckland	March 12 th
Whangarei	March 20 th
Palmerston North	March 17 th
Wanganui	March 18 th
New Plymouth	March 19 th
Wellington	March 24 th
Greymouth	March 18 th
Christchurch	March 19 th
Dunedin	March 24 th

Details of enrolment and venues will be sent to all schools. The intended outcomes of the workshop are to:

- Develop awareness of the reading and writing skills that students require in Year 9 and 10 Social Studies
- Focus attention on the literacy needs of priority learners
- Develop a collaborative inquiry
- Use literacy data effectively to ascertain literacy needs
- Design a strategic response to identified literacy needs and monitor the outcomes for students.

National Co-ordination Team - Secondary Literacy

Denise Hitchcock
denise.hitchcock@otago.ac.nz
M: 021 912 947

Mal Thompson
mal.thompson@otago.ac.nz
M: 021 1901 400

Irene Andersen
irene.andersen@auckland.ac.nz
M: 027 588 0442

Regional Literacy Facilitators – Northern and Central North regions

Irene Andersen
irene.andersen@auckland.ac.nz
Alana Madgwick
a.madgwick@auckland.ac.nz
Carina Brits
c.brits@auckland.ac.nz

Regional Literacy Facilitators – Central South and South Island regions

Denise Hitchcock
denise.hitchcock@otago.ac.nz
Mal Thompson
mal.thompson@otago.ac.nz
Ross Palmer
ross.palmer@canterbury.ac.nz

Newsletters online

Secondary Student Achievement newsletters for all learning areas and Literacy are available here:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters>

Engaging students in reading

An engaged reader seeks to understand and gain meaning from text. The reader knows how to approach challenging texts, and is motivated to do so.

We know that engagement is strongly related to reading achievement. So....

What can teachers do to promote reading engagement?

Reading engagement can be increased in the classroom by building a context for learning that involves:

- A focus on deep understanding of content – this is more likely to lead to problem-solving around text and engagement in reading.
- Co-construction of learning goals – providing an opportunity to engage students in their learning and see the purpose for reading particular texts.
- Relevant contexts for learning – when learning is meaningful and connected to students' experiences, they are more likely to engage in reading-related tasks.
- Providing choice – this could be through a range of texts and tasks, and enables the learner to have some control of their learning.
- Provide regular opportunities for subject-specific reading in class.
- Strategy instruction – the explicit teaching of reading strategies in context e.g. gaining an overview of a text before reading, how to make inferences, vocabulary problem-solving, asking questions of a text.
- Collaboration – this refers to the social discourse among students that enables them to see perspectives and collaboratively construct knowledge from text e.g. group discussion and summary.
- Effective feedback – provide students with acknowledgement and constructive feedback about their reading e.g. ways to gain deeper meaning from subject texts.

Starting from day one...

Schoenbach, Greenleaf and Murphy (2012) outline that from day one, effective teachers of reading develop a learning environment that promotes safe and collaborative learning and builds connections to students' knowledge and experiences, and is supported by metacognitive conversations.

Regardless of the age of the students, taking time for class members to get to know each other helps to establish collaborative norms for working together around texts.

In a collaborative environment, students are more likely to surface any challenges they have around text, voice their confusions, and work together to create meaning.

Further reading and resources

Guthrie, J.T. *Contexts for Engagement and Motivation in Reading*

<http://www.readingonline.org/articles/handbook/guthrie/>



National Library of NZ: Engaging Teens with Reading

This site is full of great resources and links to support reading engagement.

<http://schools.natlib.govt.nz/creating-readers/creating-reading-culture/engaging-teens-reading>

Book choices

Teachers – have you checked out this website for book choices for your own reading and that of your students? You can set goals for yourself and also encourage your students to do the same.

www.goodreads.com/

Teaching as Inquiry: Gathering Evidence for Learning

As you begin the year and a new Cycle of Inquiry, it may be useful to refer to this website for a reminder about effective data gathering and interpretation:

<http://assessment.tki.org.nz/Using-evidence-for-learning>

National Standards

National Standards came into effect in English-medium schools with pupils in Years 1 to 8 in 2010. The standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school.

To access information about National Standards visit:

<http://nzcurriculum.tki.org.nz/National-Standards>



2013 National Standards Achievement Information is available from:

<http://www.educationcounts.govt.nz/statistics/schooling/National-Standards>.

National results show that:

- Overall the 2013 National Standards data shows small positive gains in the proportion of students 'At' or 'Above' standard.
- Achievement is strongest against the reading standard followed by mathematics and then writing.
- Since 2012, Pasifika had the greatest increase in achievement compared to Māori and All students in reading, mathematics, and writing.
- In 2013 more girls are 'At' or 'Above' standard than boys for reading, mathematics, and writing.

Information is also available regarding achievement results by region and territorial/local authority.

How are you using national standards information from your contributing schools to inform planning in year 9?

English for Academic Purposes (EAP): literacy options

These standards are aligned to the Common European Framework of Reference for Language rather than the achievement objectives of NZC. However, they are set at Level 4 of the NQ framework and therefore can be used to achieve literacy required for University Entrance (UE), as well as assessment in most learning areas.

The online community (ESOL Online) refers to new teaching and learning modules for these unit standards, which offer learning opportunities for students to develop literacy skills. The modules contain teaching and learning sequences, formative assessment tasks, and formative annotated samples of student work for listening (US22892), speaking (US22891), reading (US22751) and writing (US22750). Two of these unit standards can be used to meet the current UE requirements. These are: standard 22750: five credits in writing; and standard 22751: five credits in reading.

Skills in summarising, paraphrasing, referencing are fine-tuned through use of the EAP standards, as well as building skills in reading academic text.

National Standards

MOE, 2009. NZC Reading and Writing Standards

<http://nzcurriculum.tki.org.nz/National-Standards/Reading-and-writing-standards/Unpacking>

NZ Literacy Association Conference



Registrations for the 2015 conference are now open.

- Share and collaborate on what is happening now, and in the future for literacy in both New Zealand and internationally.
- Consolidate and expand on your knowledge about 'the world of literacy'.
- Bolster and broaden your brains understanding and knowledge around literacy.
- Expand your portfolio of ideas and resources to ensure that both you and your students are receiving best practice literacy teaching.

EAP – Did You Know?

Did you know that there is no requirement to achieve both reading and writing through the EAP standards? Credits can be achieved through achievement standards and the EAP standards together.

Further information can be found on NZQA's Facebook page, as well as on the NZQA website:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/eap/>

ESOL Online



ESOL online offers many resources:

<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Teaching-and-learning-sequences/EAP-modules>