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National Newsletter: English

Information and resources for middle leaders in secondary schools | Term 2 2015

Kia ora tatou. This newsletter contains:

- SEN and inclusion
- Encouraging Māori student voice in our English classes
- Emerging trends in the national NCEA data at Level 1
- The information literacy standards at Levels 1 and 2

SEN and Inclusion

The end of 2014 was a key deadline for one of the supporting Better Public Service targets aimed at raising achievement for priority learners. By that date 80% of schools had to demonstrate fully inclusive practices for students with special education needs, and 20% of schools had to demonstrate some inclusive practices.

So how did we do? In March this year, ERO reported that 78% of a sample of 152 schools were 'mostly inclusive' in term 2 2014 – an increase from the 50% reported in 2010. Only two of the schools ERO evaluated were rated as having 'few inclusive practices.' (See [Inclusive practices for students with special needs in schools \(March 2015\) 05/03/2015](#))

Schools continue to work on developing inclusive practices for all students. A recent addition to resources that can support teachers to feel more confident and capable in this work is TKI's Guides for Inclusive Educators. This site presents a range of resources for years 0-13 teachers. It includes a range of video clips demonstrating inclusive practice within a variety of school settings. Click on <http://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/>



The screenshot shows the TKI Inclusive Education website. The header includes the TKI logo and navigation links for COMMUNITIES and SCHOOLS. The main content area features the title 'Inclusive Education GUIDES FOR SCHOOLS' and a navigation menu with 'HOME' and 'GUIDES'. The main heading is 'Developing an inclusive classroom culture'. Below this, a paragraph states: 'An inclusive classroom is one that values the contributions of all students, their families/whānau, and communities. It recognises that every learner is unique and builds on their languages, cultures, and interests; and identifies and removes any barriers to achievement.'

Free national workshops for English middle leaders

(Part of Secondary Student Achievement PLD)

This year we will be offering one free national workshop. The focus will be on **engaging students, especially priority learners in English from Years 9 -11. (NCEA Level 1)**. Morning tea is provided. BYO lunch.

Northern and Central North workshops

Click on the link below to enrol.

[Auckland: 5th May](#)
[Northland \(Whangarei\): 7th May](#)
[Waikato \(Hamilton\): 11th May](#)
[Bay of Plenty \(Rotorua\): 12th May](#)
[Hawkes Bay \(Napier\): 15th May](#)
[Gisborne: 19th May](#)

Enquiries to c.orr@auckland.ac.nz

Central South and Southern workshops

[Click here to enrol](#)

Invercargill: 29th April

Dunedin: 1st May

Christchurch: 4th May

Wellington: 11th May

Palmerston North: 13th May

New Plymouth: 15th May

Enquiries to essadmin@otago.ac.nz

Encouraging Māori student voice

It's a familiar story. Not that long ago, Māori students were punished for speaking te reo in class. You may even have students whose grandparents have had that experience. The loss of identity, being made to conform to a Pākehā discourse of schooling clearly signaled that education was not about being Māori. Māori voices were silenced in the classroom.

The Māori language was suppressed in schools, either formally or informally, so that Māori youngsters would assimilate with the wider community. Some older Māori still recall being punished for speaking their language. In the mid-1980s Sir James Henare remembered many years earlier being sent into the bush to cut a piece of pirita (supplejack vine) with which he was struck for speaking te reo in the school grounds. One teacher told him that 'English is the bread-and-butter language, and if you want to earn your bread and butter you must speak English.'
<http://www.nzhistory.net.nz/culture/maori-language-week/history-of-the-maori-language>

We shake our heads and feel proud that we have come a long way. And yet, it's worth stopping to think more about that. Māori students are often reluctant to speak out or contribute in class. How can we find out more about what's going on for these learners? What is silencing Māori voices now?

Toni, a Year 12 Tahitian Māori student speaks of how she and other Māori students have to cope with the feeling that her Pākehā classmates don't expect her to be articulate: "I get this a lot: people say, 'Oh, big words!' Well, you say them, why can't I?"

Trent (Ngāti Porou) shares a similar insight: "If I speak out at something, people are like real shocked. Like, 'Didn't know you could talk like that.' Do you expect me to be dumb, just 'cause my race, just 'cause my culture is stereotyped dumb? Nah. That ain't me."

The pressure on these students to keep quiet in class is real. It's important to consider how we can create an environment where students like Toni and Trent feel encouraged to speak.

Relationship is the key. The competencies of ako, manaakitanga, wānanga, tangata whenuatanga and whanaungatanga, to be found in [Tātaiako](#), can help guide you to construct effective empowering learning relationships with akonga.

As English teachers we are aware of the need to include Māori voices in the literature we teach. As a nation of readers we love and value Apirana Taylor and Patricia Grace, Hinemoana Baker and films like *Boy* and *Dark Horse*. They give us insight into what it means to be Māori, and provide images, characters and stories that Māori readers recognize. The potential for us to use those images, characters and stories to engage Māori students is a real taonga for English teachers.

The most important question though is not what can we as teachers tell our students about these texts? But, what can the students tell us? A relationship built on Ako: positioning the teacher as a learner, gives the student the voice to respond. A culture of manaakitanga means that voice will be respected by all the learners in the classroom. Wānanga is the space in which shared expectations around learning are valued. Tangata whenuatanga means understanding how the local tikanga may inform the student's reading. Whanaungatanga means you know who the student and their whānau are and that your classroom is a whānau in which all voices are equal.



What's new?

NZQA's [English subject page](#). The latest moderator's newsletter [February 2015](#) contains information about Best Practice workshops and also information regarding the Updated exemplar and clarification documents for internally assessed achievement standards.

Planning and tracking NCEA progress – a new student App.

A free [NCEA Student App](#) has been developed to help students track their NCEA credit progress and set goals for further achievement. NCEA students were involved in the design of the App from the very beginning, and chose the functions that were of most value to them.

This year a [Scholarship fee](#) of \$30 (GST incl.) per subject will now be charged for entry into New Zealand Scholarship. The \$76.70 NCEA assessment fee no longer covers entry to any New Zealand Scholarship subject.

[2015 NZQA key dates for schools](#)

Note that NCEA and Scholarship examinations will begin on November 6th this year.

Exemplar examination scripts

Now updated for Level 2 and 3 on NZQA's [English for Academic Purposes page](#)

2015 Best Practice workshops

NZQA now offers 3 different types of [Best practice workshops](#). The Connecting with Context and Best Evidence workshops are not subject specific. Subject specific Making Judgements in English will be offered in the main centers and will be the same as those offered in 2014.

NZQA's Literacy page for

- [version 2 of the Level 1 literacy unit standards \[26622, 26624, 26625\]](#)
- [updated cover sheets](#)
- [updated evidence sheets.](#)



To keep up to date follow NZATE and English NZQA on Facebook

Emerging trends in the Level 1 NCEA data

The national NCEA and New Zealand Scholarship statistics for 2014 are now [available](#). Below is a table that summarises the overall achievement at NCEA Level 1 2012, 2013 and 2014, 2012 being the first year when the newly aligned standards were mandatory. It is pleasing to note a steady improvement in the number of Merit and Excellence grades in the internally assessed standards, with a corresponding drop in the percentage of Not Achieved grades.

	# of entries	Not Ach	%	Ach	%	Merit	%	Ex	%
Internally assessed standards									
2012	208,713	46,642	22.3	90,048	43.1	46,009	22.0	26,014	12.5
2013	214,422	42,918	20.0	91,455	42.7	50,058	23.3	29,991	14.0
2014	208,913	39,497	18.9	87,642	42.0	50,317	24.1	31,457	15.1
Externally assessed standards									
2012	105,086	24,194	23.0	46,053	43.8	25,059	23.8	9,780	9.3
2013	106,587	22,806	21.4	48,922	45.9	26,242	24.6	8,617	8.1
2014	101,671	22,929	22.6	46,485	45.7	23,379	23.0	8,878	8.7

The information literacy standard (AS 90853) is the standard, at Level 1, with the lowest number of entries and the highest Not Achieved rate for all students and, in particular for Māori boys. The standard is discussed in more detail on page 4.

AS 90853	Not Achieved	Achieved	Merit	Excellence
2012				
All	29.1	42.1	17.7	11.1
Māori boys	47.9	39.8	9.2	3.1
2013				
All	27.3	41.6	19.1	12.0
Māori boys	45.9	41.7	9.2	3.3
2014				
All	25.9	41.6	20.0	16.5
Māori boys	47.2	39.3	10.0	3.5

Whereas, AS 90857, *Construct and deliver an oral text* is the Level 1 standard with the largest number of entries and the best overall achievement rates.

AS90857	Not Achieved	Achieved	Merit	Excellence
2012				
All	19.4	43.0	24.1	13.4
2013				
All	16.7	42.9	25.2	15.2
2014				
All	15.4	42.5	26.1	15.9

Although, interestingly, the standard where the greatest number of Excellence grades has been achieved has been AS 90852, *Explain significant connection(s) across texts, using supporting evidence*. [2012 15.6%, 2013 17%, 2014 18.7%]. The standard where Māori boys have had the greatest success has varied. In 2012 it was AS 99052 *Produce creative writing with an overall achievement rate of 69.8%*. However, in 2013 and 2014 it was AS 90856 *Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence*. [2013 73%, 2014 72%]

NCEA data analysis in previous newsletters:
Term 2, [2013 archived newsletters](#) and Term 2 [2014 archived newsletters](#).

Useful links

Video resources

[Information literacy standard Purpose and Audience](#)

English Online

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

ESOL Online

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

Literacy Online

<http://literacyonline.tki.org.nz/>
[Secondary middle leaders website](#)

Information, tools and resources to support secondary middle leaders.

The senior secondary teaching and learning guide

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

Supporting Pasifika Learners

[2013 Pasifika Education Plan](#)

National ERO reports

ERO has released two new national reports relevant to secondary schools. The first presents the findings of ERO's evaluation of how well 68 secondary schools in Term 1 2014 promoted and responded to student wellbeing. [Wellbeing for Young People February 2015](#). The other released in March [Inclusive practices for students with special needs in schools](#) examines how well students with special education needs are included in New Zealand schools. The report provides an update on progress towards meeting the Government target that, by the end of 2014, 80 percent of New Zealand schools will demonstrate fully inclusive practices and 20 percent will demonstrate some inclusive practices.

NZATE conference

8th – 10th July. Register now or offer to present a workshop.

<http://www.capitalletters2015.com/>



The information literacy standards

Information literacy refers to our ability to find and identify information that can be used to solve an issue or problem at hand. This sounds easy, but there is an overwhelming amount of dubious information available online, and finding the information you need can be a big challenge.

Vocational Pathways show us that these skills are valuable in accessing a job: information literacy skills relate to almost every current profession. Employers look for ways to economise with training programs being replaced with self-directed learning.

Students can build these skills and be assessed at Level 1 / 2: Use information literacy skills to form conclusion(s) (adding 'developed' at L2). Looking at the national data at Level 2 from 2013 and 2014 it would seem that this is an achievement standard that is growing in popularity and offers students a chance to carry out a relevant inquiry.

AS 91105 Use information literacy skills to form developed conclusion(s)			*The standard with the largest number of entries at Level 2 is AS 91101 Produce a selection of crafted and controlled writing 2013: 40 083 2014: 39 555
# of entries	2013	2014	
Overall	8,734	13,120	
Māori	1,563	2,452	
Pasifika Peoples	839	1,441	
European	4,777	7,058	

Perhaps the growth in this standard has occurred as a reflection of the changes to the University Entrance Literacy requirements. There has not been a corresponding increase in numbers entered for this standard at Level 1. Therefore, there will be many students who may be being required to develop these information literacy skills for the first time within their Level 2 course.

AS 90853 (level 1) Use information literacy skills to form conclusion(s)				*The standard with the largest number of entries at Level 1 is AS 90857 Construct and deliver an oral text 2012: 38264 2013: 38 006 2014: 36 143
# of entries	2012	2013	2014	
Overall	7,403	7,724	7,989	
Māori	1,425	1,577	1,796	
Pasifika Peoples	439	525	746	
European	4,626	4,620	4,404	

The conditions of assessment state that "teachers may guide students through the planning process and model the information literacy process". Taking students through steps in the process will ensure they develop their skill base: planning the research or asking a question; organising a way to search for answers; finding resources via databases or websites or print texts; evaluating the resources and thinking critically about them (What message do they give and why? How might we see this message differently? From whose point of view are they presented? Why is this important?); and producing the information in a meaningful mode of delivery e.g. seminar, podcast, poster etc.

Using exemplars that take them through the process and helping them to consider developed conclusions is a valuable path to take. Students will need to offer new slants or interpretations from their inquiry and they must move beyond the information / facts gathered and form an opinion or make a judgement. They should answer the question "So what?", then support their findings with reasons.

Students should be drawing conclusions throughout the process, however, a conclusion can be only one paragraph referring only to information discovered, and adding to the impact of what the student has written – the final statement on the subject. It pulls together the parts of the argument and refers to the statement of intent expressed in the introduction and to the topic, keeping the writing coherent.

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All schools should receive both a digital and hard copy of this newsletter. Newsletters can also be accessed through the Secondary Middle Leaders portal on TKI <http://nzcurriculum.tki.org.nz/Secondary-middle-leaders>

If you are receiving this newsletter in error please let us know. If you are aware of anyone whom you think would benefit from receiving it (particularly any new heads of department in your area) we would appreciate hearing from you.

Suggestions for improvements and possible content for future newsletters are welcome.