

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 2 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 second newsletter for 2015.

This term we continue with a "future focused approach to Learning Languages" and the development of in-depth inquiry clusters throughout the regions.

This newsletter focuses on:

- Feedback from the National Workshops and in-depth inquiry clusters
- Teaching as Inquiry
- New Zealand Sign Language Achievement Standards
- Inclusive practices
- Planning for the internal Achievement Standards
- Lining up Language Conference
- Polyfest: "Enlightenment through Education"

## Professional learning and development opportunities this term

Resources from the term one National Workshops were shared with participants via Google drive folders. This station approach proved very successful and we are looking forward to seeing how teachers develop this material further during the year.

Some teacher comments were:

"I enjoyed using web 2 / social media tools, e.g. Pinterest, as a way to engage students in creating their own content and as a base for TL presentations, writing and/or interactions."

"I am full of ideas and the world seems full of potential and I'm going to integrate music and dance and reading, and keep the kids talking."

"Using technology in the classroom is not that scary. I found out lots of tools and how to plan for a combined level class and use the inter-related topics in order to teach to all."

Following on from these workshops, and in response to teacher requests, networked, in-depth inquiry clusters have been developed. If you have any queries, or wish to join a cluster in your area, contact either Deb or Jeni.

**Jeni, Deb and Siliva**

## In-depth Inquiry Clusters

There are in-depth inquiry clusters in the following centres to date. If you are interested in being part of one of these clusters, please contact either Deb or Jeni

### Northern and Central North regions

Napier, Rotorua, Hamilton, Whangarei, Central Auckland, South Auckland

### Central South and Southern regions

Christchurch, South Canterbury, Nelson, Wellington, Dunedin

## Contact details

### National Coordinator Northern and Central North regions

#### Deborah Ward

Faculty of Education  
The University of Auckland  
T: 09 623 8899  
M: 027 588 0488  
E: [d.ward@auckland.ac.nz](mailto: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.lemborg@canterbury.ac.nz](mailto:jeni.lemborg@canterbury.ac.nz)  
W: [UC Education Plus Web Site](#)  
[Mau ki te ako website](#)

## Teaching as Inquiry: deepening your professional knowledge

In our first newsletter we focused on the first part of the inquiry cycle, or the scanning aspect. This then leads on to the second dimension of the cycle focusing 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?

So now is the time to consider what have you done differently over the past term to improve the outcomes and meet the needs of your students? Have you asked for student feedback about the changes you have made? Have you subsequently talked to them about the feedback which they have given you?

You are now starting to think about the next part of the inquiry cycle:

Deepen professional knowledge and refine professional skills

- What professional learning, both in and out of school, are you part of?
- What learning have you done which relates to your key focus?
- How are you applying this in your classroom?

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>

## New Zealand Sign Language Achievement Standards (NZSL)

Consultation on the draft NZSL matrix and levels 1 and 2 NZSL achievement standards is open to interested parties. The standards are for learning NZSL as a second language at NCEA levels 1 and 2 and are derived from the New Zealand Curriculum.

All schools have been notified through the Ministry's communication, The Bulletin, on 16 March 2015.

Consultation closes on 24 April 2015.

We encourage you to contribute your thoughts.

For more information and access to the survey click here:

<http://ncea.tki.org.nz/NZSL-Consultation-Questionnaire>

## Inclusion

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/>

## Regional Facilitator Learning Languages

### 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](mailto:s.gaugatao@auckland.ac.nz)

W: <http://www.teamsolutions.ac.nz>

## What's new?

### NZQA Best Practice Workshops

Be aware that this year, there will only be 3 Best Practice workshops offered on the following dates:

**Auckland:** 23 April

**Samoan/Tongan/Cook Island**

**Maori Auckland:** 24 April

**Christchurch:** 26 May

**Wellington:** 23 June

The Best Practice workshops focus on increasing assessor confidence when making assessment judgments for internally assessed standards.

If you are interested in a cross curriculum focus in your classroom, then look at enrolling in the new workshops which are being finalised at present. They will merge the "Connecting Contexts" and "Collecting Evidence" workshops and will involve some pre and post work.

For further information, including enrolments and hosting a Best Practice workshop in your area, go to <http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>



## Planning for the internal Achievement Standards

There have been some queries around the recent changes made to the Clarifications for the internal Achievement Standards. These can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/languages/clarifications/>

When you are assessing an internal achievement standard, it is important to keep in mind the intent of a standard. The interact standard is assessed on the ability to interact, a different skill from both presenting and writing. Likewise with presentation, the way the students present e.g. delivery speed, stress patterns, pronunciation, audibility etc. have to play an important part in the allocation of a grade.

If the intent of each standard is followed, then clearly different skills are being assessed. Some crossover of language is acceptable as not the same thing is being assessed in each of the standards.

In the past students wrote the language, then said it, as a script in a role play, or teacher/student 'interview', or read it out loud as a presentation. This no longer achieves the interact standard as students are required to show their ability to maintain and sustain i.e. show skills of interaction rather than simple rote learning of writing. A presentation is assessed as exactly that, a presentation, and the features mentioned above, will play an important part in achieving the standard.

In summary, for evidence to be used more than once, teachers have to be adept at ensuring the skills required by the standard are taken into account when allocating a grade. It is not about assessing the vocab, grammar, structures and accuracy in every standard.

## Lining Up Language Conference



This two day conference hosted by the Office of Ethnic Communities, aimed at fostering discussion about government policy and activity in relation to language use and learning in New Zealand. There was a range of speakers from government, academia and the private and not-for-profit sectors who work together to develop language use and learning in New Zealand.

Berlinda Chin, Director of the Office of Ethnic Communities, says the conference was valuable not only for providing a common platform for experts from across the languages spectrum, but also for opening critical dialogue on topics as diverse as learning English as a second language, New Zealanders' rights in relation to language, heritage language acquisition and the Maori Language Strategy.

"I was thrilled to see such a good turnout and input from language teachers, linguists, translators, interpreters, government officials and members of ethnic communities," says Berlinda.

"The journey of language is a dynamic one and we were pleased to be able to bring together key stakeholders under one roof so they could connect with one another."

A key issue to emerge from the conference was the need for greater development of the interpreting industry.

"We also got some valuable feedback, ideas and insights into how attendees felt languages should be developed and the importance of this for our cultural identity and that of our nation, as well as a tool for contributing to the financial well-being of New Zealand."



### **New Zealand Sign Language Week**

May 11 – 17

### **Vaiaso o le Gagana Samoa**

May 24–30

### **Te Wiki o te Reo Māori**

July 20-26

### **International Languages Week**

17-23 August

### **Cook Islands Māori Language Week**

August 03 – 09

### **Lea Faka-Tonga Language Week**

August 05 – September 05

### **Tuvalu Language Week**

Sep 29 - Oct 05

### **Fiji Language Week**

October 05 – 11

### **Vagahau Niue Language Week**

October 12 – 18

### **Gagana Tokelau Language Week**

Oct 26 - Nov 01

### **The Hindi Language and Culture Trust of New Zealand**

has been in existence for the last ten years. They promote the teaching and learning of Hindi language across schools in New Zealand. They are also organising and celebrating Hindi Language Week.

A submission has been made to the government, Minister of Education and Human Rights Commission for inclusion of the Hindi language in the school curriculum.

For further information, please contact:

Satya Dutt,  
President & Trustee,  
Hindi Language and Culture Trust  
of New Zealand  
Email: [satyadutt@hotmail.com](mailto:satyadutt@hotmail.com)



## Polyfest: "Enlightenment through Education"

The annual ASB Polyfest celebrated its 40th anniversary this year at the Manukau Sports Bowl in Auckland from March 18–21. From small beginnings in 1976, the festival has grown into the biggest event of its kind in the world. Over 80,000 people enjoyed the festival, with more than 9000 students performing on six different stages (Cook Islands, Maori, Niue, Samoan, Tongan and the Diversity stage) from 62 schools across the Auckland region.

The theme for this year was "Enlightenment through Education" and the festival was a vibrant celebration of colour and culture. Students performed cultural songs and dances with pride and passion, while competing for trophies and the honour of being the top school. They also took part in speech competitions in Cook Islands Maori, Niuean, Samoan and Tongan.

Many students utilised their participation to gain NCEA credits through Dance, Learning Languages, Visual Arts and Music. It is encouraging to see schools capitalising on the links between such a meaningful context and what students can learn across the curriculum.



### 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://www.nzclta.org/>

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



#### **NZAJLT NZ Association of Japanese Language Teacher**

Michelle Lodge, President

Email: [nzajlt40@gmail.com](mailto:nzajlt40@gmail.com)

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



#### **STANZA The Spanish Teachers' Association of New Zealand Aotearoa**

Cheryl van Dijk, President

Email:

[cheryl.vanDijk@stcuthberts.school.nz](mailto: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](mailto:antonie.alm@otago.ac.nz)

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



#### **NZAFT New Zealand Association of French Teachers**

Sue Pommarède, President

E-mail: [suepnzaft@gmail.com](mailto:suepnzaft@gmail.com)

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

#### **Tongan Language Teachers Association**

Brian Lata, Secretary

[BrianL@tangaroo.school.nz](mailto:BrianL@tangaroo.school.nz)

#### **FAGASA, National Association of Samoan Language Teachers in NZ**

Eliu Samuelu: FAGASA President for Auckland

[Eliu.Samuelu@kiaaroha.school.nz](mailto:Eliu.Samuelu@kiaaroha.school.nz)

Sia Batcheler: FAGASA President for Christchurch

[S.Batcheler@aranui-high.school.nz](mailto:S.Batcheler@aranui-high.school.nz)