



# Example 4: English, Speaking, Level 8 - Oral presentation

FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

This example demonstrates how a teacher differentiated an oral presentation task so that all students in the class could participate and achieve in the Speaking, Writing, and Presenting strand of the English curriculum. The teacher used strategies that supported the meaningful participation of students who were working at a different level from the majority of their peers. Most of this year 13 class were working towards NCEA Level 3, with some students working towards NCEA Level 1. A student working at level 1 of the curriculum joined the class for this unit and was engaged in a learning goal related to Visual Arts.

## Task

The oral presentation task was part of a term-long unit around the topic of Greenpeace. Most of the class was working towards Achievement Standard 91476: Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas (NCEA Level 3, 3 credits, internal assessment). Students must demonstrate an understanding of purpose and audience through the development and integration of ideas, oral language features, and structure to create meaning and sustain interest. The text is primarily spoken and can include other appropriate presentation techniques.

Two students were working towards Achievement Standard 90857: Construct and deliver an oral text (NCEA Level 1, 3 credits, internal assessment). One student was working on a photography project towards a goal in her IEP.



© Salvatore Barbera [CC BY-SA 2.0]

## New Zealand Curriculum achievement objectives

English – Speaking, Writing and Presenting:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.
  - uses an increasing understanding of the connections between oral, written, and visual language when creating texts (level 8)
  - creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies (level 8).
- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas:
  - uses an increasing understanding of the connections between oral, written, and visual language when creating texts (level 6)
  - creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies (level 6).

The Arts – Visual Arts

- Share ideas about how and why their own and others' works are made and their purpose, value, and context (level 1).

## Opportunities to use and develop key competencies

Students were *thinking* and *using language, symbols, and texts* as they planned, collated, and organised material to present to their peers in an oral language assessment. They were *managing self* as they created an individual presentation, dealt with nervousness, and developed confidence in their delivery to the teacher and their peers. Part of the assessment was based on how they *related to others* as they worked with partners or in small groups to develop this work and as they engaged the audience during the presentation.

## Class description

Ms Kennedy teaches a mixed-ability class of 23 year 13 English students.

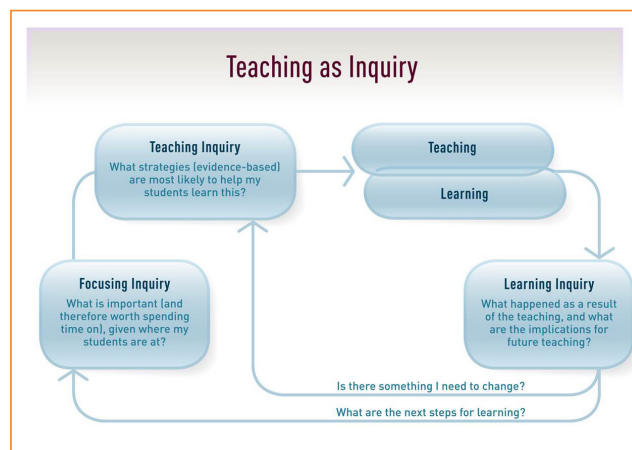
Most of the class have achieved NCEA Level 2 English and are working at level 8 of the New Zealand Curriculum. Ms Kennedy taught many of them last year. Several students required additional support to actively participate in the oral presentation task.

Mrs McLeod, the learning support coordinator (LSC) had liaised with Ms Kennedy at the start of the year about Ms Kennedy's plan for the English class that year. They had discussed the units she was likely to cover and whether any could be adapted for students learning at level 1 of the curriculum. Ms Kennedy felt the unit she was planning around the topic of Greenpeace could be adapted. She and Mrs McLeod agreed that Magda, a year 13 student who attended core subjects in the Learning Centre, would complete her visual arts unit within the context of Miss Kennedy's English class for that term.

- **Magda** has difficulty processing and retaining information, associated with an intellectual disability. She has support in class and is working within level 1 of the New Zealand Curriculum in most learning areas. She has a particular interest in the visual arts and photography. Acquiring language and literacy is a challenge for Magda, who has emerging skills in reading and writing. She has very high needs and receives additional support through the Ongoing Resourcing Scheme. A specialist teacher from the Outreach Service supports her teachers and teacher's aides with suggestions for teaching and learning strategies.
- **Natasha** has verbal dyspraxia. She struggles to convert her thinking to spoken language, and others find her speech slow and difficult to understand. Natasha is aware of this and is not confident speaking in front of people. She prefers to do as much writing as possible on the computer, and benefits from breaks if a task requires significant writing, reading, and speaking. Natasha is working within level 8 of the New Zealand Curriculum for English.
- **Chaz** and **Sarah** both find English challenging. Both have some NCEA Level 1 English credits and have chosen to stay with their peers in a Level 3 class. They work in the same English strand but towards Level 1 credits. They both benefit from some additional support in class. Sarah prefers to be helped by an adult, whereas Chaz doesn't like to be singled out and prefers to work alongside another student in the class.

## Teaching as inquiry

Ms Kennedy focused on a range of evidenced-based strategies to support all her students to create and deliver an oral text. Her teaching emphasises co-constructed learning, in which she uses peer support for enhancing student access to curriculum content and to scaffold learning. Throughout the teaching and learning in this unit, she differentiated aspects of the task to allow multiple means of accessing it and assessing achievement.



Mrs McLeod had liaised with Ms Kennedy to share her planning for Magda's visual arts learning goal. The teachers had discussed Magda's project as well as strategies that support her learning.

Ms Kennedy knew her English class well, and was aware that they were a group of mature learners, able to manage their own learning, and helpful towards their peers. She thought this was a good context for including Magda, and would provide learning opportunities for the rest of the class about understanding and accepting diversity. Before the Greenpeace unit, she had explained to the students that Magda would be joining the class for the following term and shared some of the information the LSC had given her about ways to support her learning. She reminded the students about the school's core values related to respect and celebrating difference.



Read more about ways of [working together](#) to share the responsibility of successfully including and teaching all students.

The class had previously researched the organisation Greenpeace, and most of the students had presented written work from the research as part of Achievement Standard 91475 (Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas). Ms Kennedy had organised a class visit to a Greenpeace boat that was berthed briefly in the city. A researcher from the boat had talked to the class about the goals and activities of the organisation and given them a feel for life on a Greenpeace boat. This meant students had material that they could use for their oral presentation. They were given the option of basing their presentation on an organisation of their choice (approved by the teacher) or on an aspect of Greenpeace. Most students chose an aspect of Greenpeace. Ms Kennedy had also organised a performing arts lecturer to talk to the class about how to make an oral presentation coherent, interesting, and effective.

The example covers a number of lessons as the students selected and organised their information, prepared their visual supports, and practised and delivered their presentation (on which they were assessed). Ms Kennedy encouraged students to work together in class, either with a partner or as part of a small group, to share ideas about content and visual supports. She booked an extra classroom for students to practise their speech with a peer, critique and support each other, and time the length of each other's presentations. She also encouraged students to submit early drafts of their work as a basis for discussion on how it might be further developed.

In groups, the students had analysed an online exemplar of the standard they were working towards and had created a checklist of things to consider when preparing their own presentations. They were clear about the requirements to achieve with merit or with excellence.

### Focusing inquiry

*What was important (and therefore worth spending time on), given where Ms Kennedy's students were at?*

Ms Kennedy had identified several students in the class who needed additional support to participate in the oral presentation task. While formal assessment and achievement of three Level 3 achievement standard credits was the aim for most students, Ms Kennedy recognised that she needed to differentiate the task and assessment to enable some students to work to their potential and demonstrate their knowledge and understanding. She took a formative approach and asked the students to review their oral presentations from the previous year. Those who had practised their presentation with others felt that they had done better, and some students realised that they had needed better visual supports to enhance their presentation. From individual discussions with students, Ms Kennedy identified that they needed multiple supports and ways to respond to the task.

For the two students working on a parallel Level 1 NCEA standard, Ms Kennedy recognised that she needed to provide scaffolding for the tasks of organising material and practising presentation skills.

Magda's IEP included goals associated with her strengths and interest in photography. She was working towards producing photographs and talking to others about why and how she made them.

## Teaching inquiry

*What teaching strategies (evidence-based) helped Ms Kennedy's students learn?*

### Differentiating the task

- Ms Kennedy noted that Magda loved the trip to see the Greenpeace boat and took lots of photos on her iPad, particularly of the Greenpeace emblem and the sails. She had one of the other students show Magda how to select photos from the gallery and upload them into the Show and Tell app. She asked Magda to present her photo selections to the class.
- Ms Kennedy took time early in this piece of work to check that Natasha understood the process of preparing for the oral language presentation. She made brief notes about the order of the required tasks as she talked to Natasha and left the list with her. Ms Kennedy also shared the notes with Gloria (the teacher's aide) and unpacked them with her. She also encouraged Natasha to do a little bit of writing each class and either talk to her about it or email it to her. This ensured that Natasha had some feedback before she built on her writing the next time.
- While Gloria helped the rest of the class, Ms Kennedy sat with Sarah and Chaz. Their speeches for Level 1 only had to be three minutes instead of the five minutes required for Level 3. They made a template together, with a question at the top of each section. Chaz intended to write about some of the really interesting things that happened on the Greenpeace boat the class visited. Sarah wanted to do her speech about the All Blacks – something that she was passionate about would help keep her interested and focused. Once they'd written their content, they worked together to connect the answers and structure their speeches. Ms Kennedy planned this support and plenty of opportunities to practise so they would have the best chance of achieving the standard.

## Learning inquiry

*What happened as a result of the teaching, and what were the implications for future teaching?*

*Magda: I can make a photo show. I make the photos go round and round in circles, then I make the next photo go on the show. Everyone will watch my photo show and I can tell them about my favourites.*

*Ms Kennedy: I noticed Magda talking about her photos to the other students, which is just what her goal is focused on. I'll let Mrs McLeod know what Madga's achieved.*

*Natasha: I ask Gloria help me. Know what to do, I think, but I just need get it organised.*

*Ms Kennedy: I've been talking with and watching Natasha. I think it might be better for her if we work together to make a bullet-point list of everything she wants in her speech. I think she is struggling to get started. If she does all the work on the computer, we could have an outline and some prompts for her to work with – and I could support her more easily and less intrusively.*

The teacher differentiated the task and provided support to suit her students' varying needs and abilities



Read more about ways to [differentiate the classroom programme](#) by using curriculum overlapping.



### With your colleagues,

discuss:  
How can you support **all** your students to progress and achieve in their use of oral language and oral texts?

## Teaching inquiry

*What teaching strategies (evidence-based) helped Ms Kennedy's students learn?*

### Using peer support

- Ms Kennedy told the class that Magda was the go-to person for photographs. She had all the Greenpeace photos from the trip on her iPad. Students who wanted to use any of the photos in their presentations could talk to Magda and work with her to upload them to Picassa and share the link.
- Natasha found engaging with text for a whole period very hard. To support her (and several other students), Ms Kennedy asked the class to work with one another to prepare their visual supports at the same time as writing the speech, rather than preparing the visual elements at the end. That way, they could break up the harder task of writing with lots of collaborative technical creativity, which the class all found much easier.
- Ms Kennedy monitored Chaz as he worked with Henry, who was really happy to talk about his presentation and give Chaz some ideas too. She asked Chaz to make a bullet-point list of all the things he wanted in his speech and heard Henry talking with him about that. She planned to sit with Chaz next period and help him get all his material into a structure.
- Ms Kennedy noticed that Sarah sat quite close to Gloria and asked Gloria how to spell some words. She decided to check in at the end of the period to see how they both felt about it. She wanted Sarah to work with some of the other students, but Sarah preferred to either be on her own or to have help from an adult.

## Learning inquiry

*What happened as a result of the teaching, and what were the implications for future teaching?*

Magda: *I'm very busy – everyone wants my photos.*

Ms Kennedy: *It would have been easy enough to create one Picassa folder for all the students to access, but by working one-on-one with Magda, everyone's getting more opportunity to interact, and Magda gets more practice talking about the photos and with the technology as well.*

Natasha: *I'm sick of writing now. I'm making folder of Magda's Greenpeace photos and adding lots of whale photos too. The ocean is red with whale blood – it's so gross and so wrong and cruel to kill whales.*

Natasha: *Is hard for me to talk and use the computer at same time. I'm working with Ellen.*

Ellen: *I'm helping Tasha. We've had fun making a slideshow using photos we got from Magda and Google images. When Tasha does her presentation, I'm just going to play the slideshow in the background the whole time. We might actually put some music in the background, too. I think it'll be cool. She'll do the talking and I'll do the tech stuff.*

Ms Kennedy: *I see both Chaz and Henry spending quite a bit of time with their heads down writing – they seem to be really onto it.*

Henry: *I really like working with Chaz. We're both talking about joining Greenpeace when we leave school. Chaz knows heaps about pirates and about how countries protect the sea around them. I'm doing a Greenpeace interview as part of my research. Chaz isn't, but he's going to come and record the interview on his phone for me.*

Gloria: *I'm always trying to keep half an eye on Sarah. She is happy to have help, but she doesn't like asking. I always try to help someone near her before I go to her so she doesn't feel singled out.*

Sarah: *Gloria said I should ask everyone in the class who their favourite All Blacks are and make sure I have those photos in my PowerPoint. I think that's a good idea.*

Students worked with partners to support their use of technology in their presentations.

**With your colleagues,** discuss:

How can peer interactions provide opportunities for **all** your students to contribute to learning tasks?



## Teaching inquiry

*What teaching strategies (evidence-based) helped Ms Kennedy's students learn?*

### Assessing to recognise learning

- Ms Kennedy reflected on the interaction between Magda and the other students in the class. She had noticed that students interacted with Magda more when Gloria wasn't helping her. She was pleased with how easy it had been to include Magda in ways that meant she was contributing to the class topic.
- This assessment requires that students do not use a script – they can only have very minimal prompt cards. Ms Kennedy knew this wouldn't work for Natasha, so she asked her to think about the presentation and how she would like to do it. Natasha said she would do the writing but not the speech – she didn't care if she failed. Ms Kennedy suggested that Natasha give her speech in the lunch break in her office with a couple of friends instead of the whole class. She agreed and chose three friends, who listened to her speech while they ate their lunch.
- Sarah and Chaz worked with purpose and benefited from support from their peers. Ms Kennedy told everybody they could hand her a draft of their speech for early feedback. She made a point of checking Sarah's and Chaz's as they both wanted the Level 1 credits.

## Learning inquiry

*What happened as a result of the teaching, and what were the implications for future teaching?*

Ms Kennedy: *Lots of students have come to Magda for photos. If Gloria's sitting next to her, they ignore Magda and just ask Gloria. If Gloria is helping others, the students sit with Magda and together they organise photos in Picassa. I talked with Gloria about this and asked her to help all the Year 13 students, not just two or three.*

Magda's mum: *Magda tells me she likes English in Ms Kennedy's class. She says she has lots of friends in English, and I think that's because the kids work with each other and people talk to her during class. It's really important to us as a family that Magda is given the opportunity to connect with people who might continue to talk to her when they see her in town or after she's left school.*

Ms Kennedy: *Her peers gave Natasha brilliant feedback. It was casual, which was easier for Natasha. I didn't worry about timing her because I knew it was going to take her much longer to get through the content. She lost her place when reading a couple of times, but her friends helped her out and she carried on fine. She met all the criteria; we just had to make a few changes so she could succeed. Well done, Natasha, I say.*


Jonte: *Natasha did her speech in Ms Kennedy's office at lunchtime. She read it all off her cards, and she remembered to look at us. Natasha's speech was good; she talked about Greenpeace trying to stop whale killing. I sat next to her so I could help if she lost her place when she was reading.*

Natasha: *Jonte, Gabby, Ellen, and Ms Kennedy listened to my speech. I got through OK, I think. I was so happy to do the speech in the office. I thought I would just fail because I wasn't doing in front of class.*

Sarah: *I failed this standard two years ago because my speech was too short and other stuff was wrong. Gloria has timed me and it's nearly OK now. Ms Kennedy said Rata and me have to go to the quiet room next door and time our speeches because she thinks ours might both be too short.*

The teacher used different means of assessment to understand her students' learning.

<b>Teaching inquiry</b> <i>What teaching strategies (evidence-based) helped Ms Kennedy's students learn?</i>	<b>Learning inquiry</b> <i>What happened as a result of the teaching, and what were the implications for future teaching?</i>
<ul style="list-style-type: none"> <li>Ms Kennedy encouraged the whole class to buddy up and run through their speeches so they had an opportunity to practise and iron out any issues before the final assessment.</li> <li>When it was Magda's turn to present, she showed the class her photographs and talked about the writing on the boat and the ropes making lines on her photos. Ms Kennedy asked one of the other students to video Magda's presentation and email it to Mrs McLeod.</li> </ul>	<p>Rata: <i>Sarah's speech is really cool – it's so funny. She has some great photos in her visuals. She's found out all sorts of interesting information about the All Blacks. Our speeches are too short, so we're going to work together to see if we can get them to the right length, then time them again. We both really want these credits and we both hate doing speeches. Actually it's really cool working with someone who feels the same about it as I do. I never really talked with Sarah before today and she's not in any of my other classes.</i></p> <p>Ms Kennedy: <i>It was so lovely to see Sarah and Rata working together, both with a similar goal. We've now got some positive peer experience to build on for future units of work.</i></p> <p>Ms Kennedy: <i>I really enjoyed having Magda in the class and would be happy to have a student from the Learning Centre in my class again.</i></p> <p>Ellen: <i>It was good having Magda in our class. I understand more about people with disabilities now and know her better as well – she's just into the same things as us anyway.</i></p> <p>Mrs McLeod: <i>I watched the video of Magda's presentation with her and was blown away by her explanation of how and why she chose those particular photographs. I encouraged Magda to share the video with her family – I am sure they would love to see the progress she has made over this term.</i></p>

 **With your colleagues,** discuss: What opportunities can you provide for **all** students to express their ideas in multiple ways? How do you ensure meaningful assessment to celebrate learning for **all** your students?

## Next steps



Now that you have explored this example, work with colleagues to:

- consider the challenges and opportunities in relation to inclusion for *your* students
- decide on the next steps in your English teaching to ensure *all* your students are participating, learning, and achieving
- plan for a future meeting to review the impact of your next steps and what *now* needs to happen

## Recommended resources



Key information for the [teaching of English in Years 11–13](#) can be found on the site for New Zealand Curriculum Senior Secondary Guides.

[English subject resources](#) can be found on the NZQA website.