

These national newsletters are produced by the Secondary Student Achievement national facilitation team, as part of supplementary PLD support for schools, from the University of Auckland and Te Tapuae o Rehua consortium.

National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 3 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 term 3.

Where is our future focused approach to Learning Languages taking us? Some of you may have had the opportunity to take part in professional learning over the holidays, either through your regional Langsem, a subject based workshop or even in Melbourne at the AFMLTA conference. Whether you were taking part in PLD or enjoying some time for you, we hope that you have recharged the batteries.

This newsletter focuses on:

- NZQA's Best Practice Workshops: clarifications – what it means in your classrooms.
- Teaching as Inquiry: Dimensions 3 and 4 – professional learning and putting it into action.
- Digital tools in a Learning Languages classroom.
- RAMP programme for Learning Languages.
- Vocational Pathways consultation.
- New Zealand Sign Language standards.
- Lea Faka-Tonga achievement standards and clusters.

Our best wishes for the term ahead.

Jeni, Deb and Siliva

Professional learning and development opportunities this term

The inquiry clusters which began earlier in the year continue this term. If you are interested in being part of one of these, please contact Deb or Jeni. (Contact details opposite.)

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 such as resources for assessing internal achievement standards. These will be added to the wiki.

Vocational pathways

Public consultation for the refined Level 1 and 2 pathways closed on 15 July. However, the following link has information about the refined pathways which have some changes for Learning Languages achievement standards. <http://youthguarantee.net.nz/vocational-pathways/consultation>

Contact details

National Co-ordinator
Northern and Central North regions

Deborah Ward

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

National Co-ordinator
Central South and Southern regions

Jeni Lemberg

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

Regional Facilitator

Siliva Gaugatao

Faculty of Education
The University of Auckland
P: 09 623 8899 ext. 48134
M: 027 555 4655
s.gaugatao@auckland.ac.nz

Teaching as Inquiry: Engaging students in new learning experiences

In the term one and two national newsletters we focused on the first three dimensions of the inquiry cycle. These lead on to the fourth and fifth dimensions of the cycle focusing on how you are engaging your students in new learning experiences, based on the deepening professional knowledge and skills which you have been gaining and the possible questions:

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?

Engage students in new learning experiences

- How and why are you changing your approach, trying new strategies, differentiating?
- How are you using new digital technologies to engage my students in learning?
- How are you building on existing knowledge and skills to create new learning?
- How do you ensure that learning experiences meet the needs of all learners (diverse identities, languages and cultures)?

You may use the following to find evidence of new learning: classroom observations, dialogues with your students, some student voice from surveys and exit passes.

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>

RAMP: Review and Maintenance Programme

The Ministry of Education is implementing a review process to ensure materials that support NCEA continue to be aligned with the NZC and support the development and use of quality teaching and learning programmes in secondary schools. The support materials to be considered in the review include:

- Teaching and learning guides
- Matrix of outcomes from curriculum levels 6-8
- Achievement standards
- Assessment resources
- Conditions of assessment
- Exemplars of student work

The review will be led by the Ministry and will include consultation with teachers through advisory group meetings, selected teacher and student focus groups and teacher consultation via an online survey.

The timeline for the Learning Languages area review is 2016-2017. See the following link for further information
<http://ncea.tki.org.nz/RAMP-review>

What's new?

NZALT Langsems

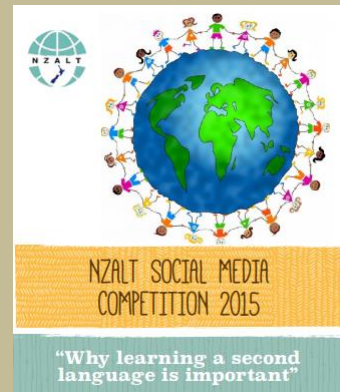
Waikato: Friday 21 August, Hamilton Airport Conference Centre.

Christchurch: Saturday 15 August, Christchurch Girls' High School.

For further information, go to <http://www.nzalt.org.nz/langsem-2015/>

NZALT student competition

Why learning a second language is important. Further information at: <http://www.nzalt.org.nz/events/student-competitions/>



NZALT Conference, July 2016 Nelson



Theme: Waves of Change

Start thinking about planning your July holidays for 2016 in sunny Nelson! Details later in the year.

Using Technology: 2nd UC Learning & Teaching Languages Symposium

University of Canterbury

Wednesday, 21 October 2015, 1.00pm - 5:30 pm in Wheki 451. Teachers, researchers and students are invited to come together to share ongoing research and classroom practices in learning and teaching languages. The focus is on using technology in language education. Submissions by 21 September to: Jocelyn.howard@canterbury.ac.nz

Managing the BYOD environment

In the national workshops earlier this year we looked at a number of web 2.0 tools that can be used in a Learning Languages classroom. However, what is more important is how effective these tools are in supporting the learning which is happening.

The SAMR and TPACK models (see opposite) are often talked about as ways of ensuring that our usage is pedagogically sound. SAMR looks at designing tasks based on a continuum, from simple substitution to redefinition of a task due to the use of digital tools. TPACK focuses on the interplay between content, pedagogy and technology.

I suggest that we need a mixture of both models when we are looking at the use of digital tools in our classrooms as we are not always aiming to redefine the task with the use of technology; sometimes, simple tools such as mini whiteboards can be just as effective. Instead these models could be used as a springboard for our practice. The following model from Mark Anderson, based on the work of Mandinach and Cline is perhaps more useful to us in our practice.



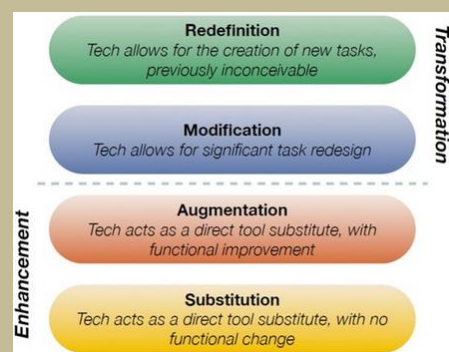
<http://ictevangelist.com/teacher-confidence-using-technology/>

For example, as with SAMR, we start small by simply using a digital tool such as Pinterest or Kahoot quiz, and then move on as our confidence and also the task suits the learning. For example, using Blendspace to collate resources for a unit of work and sharing it with students. This is particularly useful when teaching a combined class. Another example is ed.ted.com, where you can incorporate a YouTube clip with a series of structured questions.

There are many choices out there, but always keep the following three points in mind:

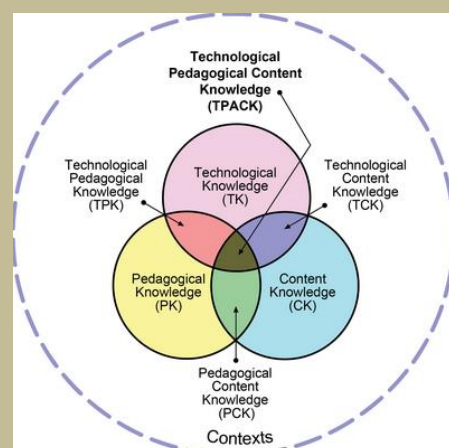
- Select tools which are not dependent on a particular device, e.g. they will operate on a Mac, PC, Android device.
- Check whether the tool is actually free i.e. some tools allow you to create material but you need to pay to share or publish.
- Check the terms of service - is there an age restriction?

SAMR model



(Dr Ruben Puentedura)

TPACK model



(Punya Mishra, Matthew Koehler)



Te Wiki o te Reo Māori

July 27-Aug 02

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

Clarifications and the presentation standard

The listservs have had some interesting debate on the conditions of assessment for the 'presentation' achievement standard. Here are some points which may help clarify any queries.

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, tones. The purpose of the presentation will affect the impact inconsistencies have on the grade.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which is error free in language, but which will receive a Merit as inconsistencies in delivery speed and stress patterns mean the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will be determined by the fact that this is a spoken presentation, e.g. at Level 1 this could be the use of simple rhetorical questions such as 'don't you think?' The language features are the 'how' of the standard i.e. it is a presentation which can be done as a podcast or a video, so that if students are reading directly off their notes or cue cards, then it affects the delivery speed and pronunciation, so this does then affect the grade.

It is possible to use some of the language from a piece of writing for a presentation, as long as it has not been corrected. This is because they are being assessed in different ways, so the language will be different in a piece of writing compared to the presentation. This helps us to not "over assess" in our classrooms.

Here is the link to the latest clarifications for all the standards:

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

New Zealand Sign Language (NZSL)

Achievement standards for New Zealand Sign Language are being developed to enable effective teaching, learning and assessment of NZSL. The curriculum levels and achievement standards are designed for second language learners and therefore sit within the Learning Languages area on TKI. They are being developed following Ministry and NZQA guidelines and are aligned to the Learning Languages curriculum levels of the New Zealand Curriculum.

Context elaborations have been developed for the Learning Languages teaching and learning guides and from those, the achievement standards at Level 1, 2 and 3. These will be filmed and linked to the teaching and learning guides. It is expected that the Level 1 achievement standards will be registered for use in 2016.

Lea Faka-Tonga standards

Due to small numbers, Lea Faka is run as a verified language. The process means that schools produce their own activities for assessing candidates against the verified languages external standards. Schools mark their own candidates' assessments and enter provisional results online. They then submit up to eight samples of candidate work per standard to NZQA for verification. In Auckland a dedicated group of Lea Faka teachers have been working together to prepare their activities for assessment, share resources and have frank discussions around their understanding of second language teaching and the NZC. There is now a cluster in Christchurch who will be working together with this group.

Please feel free to contact either Jeni or Deb for further details.

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



STANZA The Spanish Teachers' Association of New Zealand Aotearoa

Cheryl van Dijk, President
Email: cheryl.VanDijck@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/>



NZAFIT New Zealand Association of French Teachers

Sue Pommarède, President
E-mail: suepnzafit@gmail.com
<http://www.french.ac.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

Tongan Language Teachers Association

Brian Lata, Secretary
BrianL@tangaroo.school.nz

The Hindi Language and Culture Trust of New Zealand

Satya Dutt, President & Trustee,
[Hindi Language and Culture Trust of New Zealand](http://www.hindilanguageandculturetrustofnz.org.nz/)
E: satyadutt@hotmail.com