



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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 Mau ki te Ako project partners (University of Canterbury, University of Otago and Ngāi Tahu).

# National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 4 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! Mālō e lelei! Taloha ni!

The final term of what we hope has been a fulfilling and successful 2015 is here. We have some reminders about preparing students for external assessments, as we know this is often a focus at this time. This is also the term when we start to think about 2016 with classes, programmes and teaching and learning ideas.

This newsletter focuses on:

- Teaching as Inquiry: Dimension 5 – the impact of our changed actions on outcomes we value for our students
- Vocational Pathways update
- Lea Faka-Tonga verified achievement standards and clusters
- Updates from the moderator's newsletter
- Preparation for the external examinations
- New Zealand Sign Language standards

Our best wishes for the last term of the year and for a relaxing break at the end of it!

**Jeni, Deb and Siliva**

## Professional learning and development opportunities for 2016

The networked in-depth inquiry clusters in learning languages which began this year will continue in 2016. If you are interested in being part of one of these, please contact Jeni or Deb (contact details opposite).

National workshops will be offered again in term 1, 2016. A survey will be sent out later in term 4 to ask for feedback about the content of these workshops.

The Learning Languages wiki has further resources, professional readings and shared teacher ideas.

<https://learninglanguagespld.wikispaces.com/>

We welcome material that you would like to share with other teachers and can be added to the wiki.

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## What's new?

### Using Technology: 2<sup>nd</sup> UC Learning & Teaching Languages Symposium

#### University of Canterbury

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.

- 1.00pm – 5.30pm, Wednesday, 21 October
- Wheki 451

Contact:

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## Teaching as Inquiry

Term 4 is the time when we reflect on the teaching and learning in our classrooms throughout the year. You may have obtained student feedback from your students around their goals, the internal portfolio standards, different activities which you have used, as well as feedback about the topics, timing and feed forward which you have given your students.

This brings us to the fifth dimension of the Teaching as Inquiry cycle and informs our decisions about the impact which some of our changed actions have had.

What has been the impact of our changed actions on outcomes we value for our students?

You may ask yourself the following questions:

- How do I know my actions had an impact on my students?
- To what extent have I been able to meet student needs and assist in my students meeting their goals?
- What did the NCEA data for the internal achievement standards tell me?
- Did I observe changes in outcomes such as homework and attendance?
- Do I have possible explanations for improvement, or the lack of it?
- Have there been any unintended consequences of my actions?
- What impact will this inquiry have on my practice in the future?

This final question reminds us of the cyclical nature of teaching and how much we constantly reflect on our practice and the teaching and learning which has been happening in our classrooms over the year. It also informs our planning as we start to think about 2016.

## Vocational Pathways

A summary of the refined pathways and outcomes of the refinement process to Levels 1 and 2 of the Vocational Pathways is available at <http://youthguarantee.net.nz/vocational-pathways/refined-levels-1-and-2/>

Click on the first bullet point: "Assessment standard information for the existing and refined pathways, as well as the transition year". This will take you to an Excel spreadsheet with the Learning Languages achievement standards available in each Pathway.

2016 is a transition year as students will be able to gain a Vocational Pathways Award from either the existing or the refined pathways.

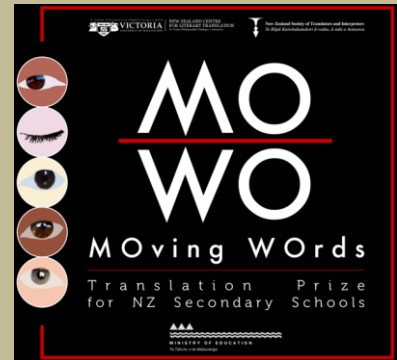
The draft Level 3 achievement standards are now available on the Youth Guarantee website <http://www.youthguarantee.net.nz/vocational-pathways/draft-l3-achievement-standards-and-l3-6-quals>

The Profile Builder has also been redeveloped and is available at <http://www.youthguarantee.net.nz/vocational-pathways/profile-builder/>

This tool can be used by students to plan programmes for the future and how they align with the Vocational Pathway. They will also be able to find out whether or not they will achieve a Vocational Pathways Award from the credits they have entered into the tool.

## What's new?

### Moving Words competition



Information and dates:

[http://www.nzalt.org.nz/wp-content/uploads/2015/08/MOWO\\_2015-terms\\_and\\_conditions.pdf](http://www.nzalt.org.nz/wp-content/uploads/2015/08/MOWO_2015-terms_and_conditions.pdf)

Entry for:

[http://www.nzalt.org.nz/wp-content/uploads/2015/08/MOWO\\_2015-entry\\_form-2.pdf](http://www.nzalt.org.nz/wp-content/uploads/2015/08/MOWO_2015-entry_form-2.pdf)

### Waves of Change NZALT Conference Nelson 10-13 July



The New Zealand Language Teachers' Conference will be held:

- July 10-13
- Nelson College for Girls

The theme of the conference is Information Communication Learning Technology (ICLT)

A call for papers will be issued soon

For further details please go to:

<http://www.nzalt.org.nz/conference/>

## Lea Faka-Tonga achievement standards

The Tolotoluhamā cluster, consisting of 10 teachers from schools currently teaching Lea Faka-Tonga in Auckland, has been working together all year preparing and sharing practice assessments and classroom resources. They have also worked together to produce assessment tasks for the verified language achievement standards. This enabled students in Whangarei, Auckland, Christchurch and Timaru to sit these external standards. Teachers and students are to be congratulated for their hard work and perseverance in preparing for these assessments. A number of teachers have commented on the increased motivation of these students towards all aspects of their schoolwork since participating in these initiatives.



Left: Christchurch students meeting together after school to learn valuable assessment strategies.




Right: Mrs Fusitua, MP Jenny Salea (centre in red) and board chairperson with parents and students at Sir Edmund Hillary Collegiate.


## Updates from the moderator's newsletter

The NZQA national moderator sends out updates at least three times a year to keep us informed about any changes to the internal achievement standards. The latest update from August 2015 can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/languages/moderator-newsletters/august-2015/>

This update contains information about the updated level 2 documents for internally assessed achievement standards as well as information about when the updated documents for level 3 will be available.

Curriculum & Standards documents			
Standards	<a href="#">Level 1 standards</a>	<a href="#">Level 2 standards</a>	<a href="#">Level 3 standards</a>
French Matrices	<a href="#">NCEA on TKI French</a>		
Teaching and Learning Guide on TKI	<a href="#">All Levels</a>		
Resources for internally assessed standards			
Moderator Newsletters	<a href="#">All levels</a>		
Clarifications	<a href="#">All levels</a>		
Exemplars of student work	<a href="#">All levels</a>		
TKI Resources & Conditions of Assessment	<a href="#">Level 1</a>	<a href="#">Level 2</a>	<a href="#">Level 3</a>
Moderation checklists:	Unit Standards: <a href="#">Word and PDF</a>	Achievement Standards: <a href="#">Word (DOC, 61KB) and PDF</a>	new level 1 & 2 Achievement Standards: <a href="#">Word (DOCX, 18KB) and PDF (PDF, 288KB)</a>

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 **pond**  
[Click here to follow NZQA on Pond](#)

<https://www.pond.co.nz/welcome>. Here you can find information about The Pond. We encourage you to join the Pond as this is a place where educational resources can be resourced and shared easily. NZQA has also created a 'bucket' on the Pond with examples to show teachers how evidence can be collected or presented digitally.

## Dates for your diary



**Vagahau Niue Language Week**  
October 12 – 18

**Gagana Tokelau Language Week**  
Oct 26 - Nov 01

## Useful links

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

Use this page to find your particular language. After clicking on your language, a page will come up with links to the internal and the external achievement standards. Information about possible assessment tasks for the internal achievement standards is found on TKI, for example level 1 French.

<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/French/Level-1-French>

Further links to upcoming events, pedagogy and assessment

<http://learning-languages.tki.org.nz/News-and-Deadlines>

<http://learning-languages.tki.org.nz/Pedagogy-and-research>

<http://learning-languages.tki.org.nz/Assessment>

## Effective preparation for the external listening and reading assessments

The 2014 assessment reports for all languages commented on the need to effectively prepare students for the external assessments. Examiners in all languages across levels 1 to 3 commented that students must ensure their answers are supported by evidence from the text, even when they are required to expand on the text, give their opinion or draw inferences. Comment was also made about the need for students to carefully proof read their work and to check that their answers make logical sense. Numbers, times and dates also seemed to be something which even students working at excellence found challenging at times.

Exam strategies which emphasise listening and reading for the meaning as a whole and looking at the questions in the context of the passage, will support candidates to achieve.

### What are some of these strategies?

Simply doing numerous listening or reading assessments will not enable students to perform better in these standards. Instead, these skills need to be embedded into classroom practice so that students are able to develop a variety of strategies in order to be able to cope with the assessments.

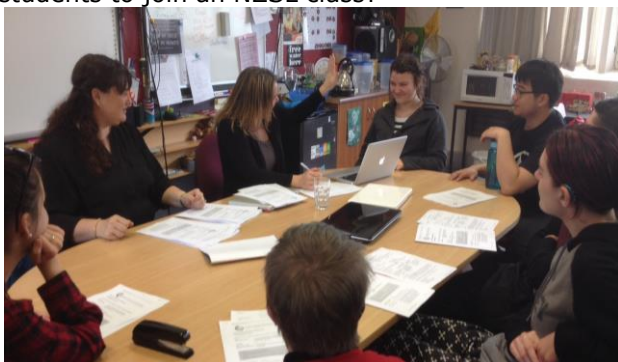
These may vary from simple activities such as reading out a number of sentences incorporating a date or time in the target language to your students and getting them to identify the time or date, to such activities as reading a short passage aloud and suddenly stopping and asking them to write down the last word which you said.

Effective revision of language in context may mean that in term 4, time is spent reading and listening to material, which recaps topics covered during the year and the frequent use of varying strategies to keep the students focused on the material being presented to them. The following websites are available in all languages and have excellent resources, particularly for senior classes. For example, TED Ed <http://ed.ted.com/>, websites with videos - FluentU <http://www.fluentu.com/> or podcasts with slow news - <http://www.newsinslowfrench.com/>, <http://slowgerman.com/>

These websites can be used in class and at home so that students continue to have exposure to the language right up until the day of the examination.

## New Zealand Sign Language achievement standards

It is exciting (<http://nzsl.vuw.ac.nz/signs/1864>) to report schools will be able to assess New Zealand Sign Language at NCEA level 1 in 2016. Level 1 assessment resources are being trialled and level 1 and 2 achievement standards are with NZQA prior to registration. Is there a pathway for students to study NZSL in your school? Are there registered teachers in other subjects who are fluent signers and could motivate hearing students to join an NZSL class?



vanAsch@Hagley – students and teachers.

## 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

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

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### NZAFT New Zealand Association of French Teachers

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

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