



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 Te Rūnanga o Ngāi Tahu).

# National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 1 2016

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 back, after hopefully a restful and re-invigorating break! We wish Deb Ward, our recent National Co-ordinator for Northern and Central North regions well as she heads back to the classroom this year and welcome Belinda Sydenham to the role of Regional Facilitator for Northern and Central North in 2016. Belinda comes from Baradene College and brings a wealth of knowledge and expertise to this role. An introduction to Belinda follows. We also introduce Gill McLean, the new Verified Languages National Assessment Facilitator at NZQA, in this newsletter.

The big news for all learning language teachers is around the change to the Conditions of Assessment for the .3 Interact and .5 Writing Internal Achievement Standards.

## The focus areas for this newsletter

- PLD 2016 - national workshops.
- Key NCEA Updates for Learning Languages: changes to the evidence required for the Interact and Writing Portfolio achievement standards; Verified Languages.
- Cross curricular achievement standards – a teacher's view.
- Teaching as Inquiry: reflection on student learning.

Our best wishes for a great year.

Ngā mihi

**Jeni, Belinda and Siliva**

## Greetings

It is wonderful to be starting in my new role as Learning Languages Facilitator and I am eager to get out and about in the Central North and Northern regions to meet teachers and see how I can assist you.



Belinda Sydenham

I have been teaching for a number of years, with a variety of roles, most recently in Japanese and French at Baradene College in Auckland. I have also worked in primary and intermediate schools, adult education, and also as the Specialist Classroom Teacher and dean of international students, giving me a breadth of experience in the languages teaching sector.

Our mandate under the Secondary Student Achievement PLD is to work with teachers to enhance learning outcomes for priority students in NCEA.

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## What's new?

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



The New Zealand Language Teachers' Conference will be held 10-13 July at Nelson College for Girls.

Keynote Speakers: Rachel Hawkes, Professor Hayo Reinders and Associate Professor Steve Thorne.

Early bird registration: \$395 (until 1 June for NZALT members). Details: <http://www.nzalt.org.nz/conference/>

## Professional learning and development opportunities for 2016

Many thanks to those of you who completed our surveys at the end of last year. The information from these has been used to plan the SSA Learning Languages national workshops and to gauge the support which you need and how we can provide this.

In 2016, one national workshop will be offered in each region as in previous years. These are Ministry funded and there are no registration costs for participants. Details re dates are opposite. More information will be sent out to schools and will also be available shortly on the TKI Secondary Middle Leader portal:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

and on the Learning Languages PLD wiki:

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

The Learning Languages wiki

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

has further resources, professional readings and shared teacher ideas. We welcome material that you would like to share with other teachers and can be added to the wiki.


## Updates to conditions of assessment

There has been an **important change to the Internal Interact and Writing portfolio standards, effective immediately.**

Proposed changes to the standards (.3 and .5) have been ratified. As of this year, **a change has been made from a minimum of three pieces of evidence to a minimum of two.** (Teachers are, of course free to do more if they wish.) The suggested word counts and times have not changed as they are a guideline only. Performance evidence suggests that almost all students were already meeting these within two pieces.

The conditions of assessment have been updated by the Ministry, and Shirley Bain has updated the NZQA clarifications documents - these will be published shortly. There will also be a circular going out to schools.

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>		
Examples 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: Word and PDF	Achievement Standards: Word (DOC, 61KB) and PDF	new level 1 & 2 Achievement Standards: Word (DOCX, 18KB) and PDF (PDF, 288KB)

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## What's new?

### Free national workshops

As per last year, we will be offering one free national workshop this year. This workshop has been designed in response to the Learning Languages survey conducted in term 4, 2015. Our overarching theme is "Integrating student driven learning in a Learning Languages classroom." Morning tea is provided. BYO lunch. Details follow.

### Central South and Southern regions

**Nelson:** Tuesday 23 February

**Wellington:** Friday 26 February

**Palmerston North:** Tuesday 1 March

**New Plymouth:** Thursday 3 March

**Timaru:** Tuesday 8 March

**Christchurch:** Thursday 10 March

**Invercargill:** Tuesday 15 March

**Dunedin:** Thursday 17 March

Details and enrolment forms for these workshops will be posted to schools soon.

### Northern and Central North regions

Workshops will be held in the following areas in terms 2 - 3. Dates to be advised:

**Whangarei, Auckland, Hamilton, Rotorua, Napier.**

## Useful links

Access to your subject page:

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

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

National events and the NZC

<http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC>

## Verified Languages - Cook Islands Maori, Korean and Lea Faka-Tonga



By Gill McLean, the new Verified Languages National Assessment Facilitator at NZQA.

It's exciting to start in this role. I'm looking forward to getting to know the sector and doing what I can to support students to be proud of their language skills and gain NCEA credits.

In term 1 we are keen to offer NZQA assessment workshops to teachers involved in this process. We will cover assessment design and marking using materials adapted from the examiner and panel leader training. Dates are yet to be published. You're welcome to contact me now to signal interest from your school at [gill.mclean@nzqa.govt.nz](mailto:gill.mclean@nzqa.govt.nz)

The current process continues for 2016: Schools or clusters of schools set and mark the assessments. NZQA pre-verifies the assessment task and schedule beforehand, and then verifies the provisional grades to ensure they are consistent with the national standard. Grades are then finalised by schools. This year we are asking schools to send in marked scripts early in term 4, if at all possible. This should help the verification process to be completed well before the end of the school year. Note – the final advertised date for submissions is 1 November.

Is your school going to enter students into the externals for the first time this year? If so, please let me know so you can be included in information mail-outs at [gill.mclean@nzqa.govt.nz](mailto:gill.mclean@nzqa.govt.nz) or tel. 04 463 4388.

## The 'Pathway Course': an example of a cross curricular course structure

By Chitose Izuno, Heretaunga College

Last year our school started offering a new language class called the "Pathway course" as our school implements a radical cross-curricula course structure.

I offered Accounting AS1.6 (Make a financial decision for an individual or group) and Media Studies AS1.8 (Write media texts for a specific target audience) for Level 1 and Media Studies AS2.8 (Write developed media text for a specific target audience) for Level 2 Japanese courses. All of these 3 standards are practical and students could use their knowledge as well as their language skills of the target language country. Students submit the material in English, and the standards also gain Literacy credits (3 credits each). Students engaged well with these standards and they tried hard because they could see different ways to use their target language skills and knowledge in "work related" practical situations, for example Accounting AS1.6.

Students research and prepare budgets for two possible five night stays in different places in Japan. The students have to compare the two budgets and select one holiday option and they need to give, explain or justify their reasons using relevant financial and non-financial information for one option in English.

The students use their research and evidence for the internal Languages standards AS1.3 (Making a decision: Choose which travel option is best for you) and AS1.5. We took 3 weeks for the Accounting section (including appropriate language skill development) and another 3 weeks for Language standards AS1.3 and AS1.5. This could be shortened. For Level 2 Media Studies, students wrote a screenplay for a Japanese fairy tale for a short film with a target audience of teenagers aged between 15 and 18 in New Zealand. We had to study what slug lines

## Upcoming dates

### NZ Sign Language Week

May 9 – 15

### Vaiaso o le Gagana Samoa: May

22 – 28

### Te Wiki o te Reo Māori: July 25 –

31

### Cook Islands Language Week:

Aug 1 – 7

### International Languages Week:

Aug 15 – 19

### Uike Kātoanga'i 'o e Lea Faka-

Tonga: Aug 28 – Sept 3

### Tuvalu Language Week: Sept 25

– Oct 1

### Vagahau Niue Language Week:

October 12 – 18

### Gagana Tokelau Language

Week: Oct 24 – 30

## Fotu o Mālama – Samoan Language Teachers' Association

This newly formed association, consisting of Samoan language practitioners and professionals working in the secondary and tertiary sectors, was launched on November 20, 2015 in Auckland.

It aims to continue to improve the teaching and learning of Samoan language and culture in secondary schools as well as preparing students to transition into tertiary study and/or employment.

It also aims to develop educational leadership capabilities of teachers of Samoan language to seek promotions, leadership roles or pursue further study.

For more information, please see <http://www.samoatimes.co.nz/tata-la-sosaiete-o-le-fotu-o-malama-i-aukilani/>

Contact Secretary Lemoa Henry, S. Fesulua'i

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are; what a three-act structure is and the typical layout and formatting of a screenplay. I learnt these with the students. We practised a Japanese fairy tale (Kasajizo) together and had a lot of discussion about it. We could look at the story directly in English. I wanted the students to build up their Japanese language skills during this practice. They studied hard and looked at grammar points and vocabulary together. They improved their language skills greatly during this task. The students were then ready for the summative assessment. I chose a fairy tale called "Tsuru no Ongaeshi" for the assessment. Students could research and choose a Japanese fairy tale by themselves. We did not do this due to a lack of time. It took 5 weeks altogether.

It was a worthwhile experience. There was a lot of positive feedback from the students. They seemed to enjoy using their language skills in the different areas and they were happy to gain Literacy credits from their language class. I will continue to offer these standards in my courses. My next step will be how to connect the Media Studies standards .3 and .5, which I was not able to organise this year. Please contact me, if you would like further details about these courses: Chitose Izuno [izunoc@heretaunga.school.nz](mailto:izunoc@heretaunga.school.nz)

## Reflecting on teacher practice and student learning

As middle leaders and TICs many of you will have spent the last few weeks analysing the data from your students' NCEA results. This will not only provide you with evidence about the impact of your changed practice from your inquiry goal in 2015, but also with further evidence for your inquiry in 2016.

Consider the following points when you are making an in-depth analysis of your results:

- Did your students achieve what you had expected?
- Gather student voice about your students' expectations.
- Collect copies of student examination papers.
- Have a look at the cut scores for your particular language as these will give you some guidelines around whether students should go for reconsideration. These are now available on your subject page, for example, in French: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/cut-scores/french-l1/>
- What information does this evidence provide you with?
- What successes can you celebrate?
- Is there a common thread emerging? Across standards or years?

The following links provide some excellent reading around the review process. Keep this quote in mind as you consider your inquiry for 2016: "Genuine inquiry needs space to take risks, make mistakes and try again – and again." (Timperley, Kaser and Halbert, 2014.)

<http://assessment.tki.org.nz/Using-evidence-for-learning>  
<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Curriculum-design-and-review/Design-review-process/Tools/Drivers-of-curriculum-review>

**Discussion tools**

**What drives your department's curriculum review?**  
This tool helps you to identify curriculum drivers on a continuum from those which you believe have more influence through to those which you believe have less influence on your curriculum review.

**What are the goals for your department?**  
Education Consultant Julia Atkin shares some of the key principles of leading learning she has formed over her 30 years in education.

**What evidence do you use to monitor your progress in achieving your goals?**  
It's useful to think of an evidence-driven decision-making cycle as having sequential steps. These tools explain and discuss each step in turn.

<http://nzcurriculum.tki.org.nz/Teaching-as-Inquiry>

The Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. An electronic copy of this newsletter can be downloaded from the TKI website: <http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters>

## 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  
[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  
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<http://www.stanza.org.nz/>



### **GANZ German in Aotearoa New Zealand**

Antonie Alm, President  
[antonie.alm@otago.ac.nz](mailto:antonie.alm@otago.ac.nz)  
<http://ganz.ac.nz/>



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

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

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### **Tongan Language Teachers Association**

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

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