

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 2013

Tēnā koutou! 你好! 안녕하세요 Kia orana! Bonjour! Guten Tag!  
こんにちは。Salvete! Faka'alofo lahi atu! Talofa lava! ¡Buenos días!  
Malo e lelei! Taloha ni!

## Workshop support continues this term

This term, we continue with our national workshops, some regional workshops and a number of clusters. See the side bar for details.

Details of the workshops including the venues and links for enrolment will 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/>

Please contact us if you have any queries. Our contact details are listed on the next page.

## Have you seen the term 1 NZQA Update?

The NZQA Update Term 1, April 2013 is now available online <http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/ncea-update/issue-8-april-2013/>. This issue provides a summary of the information that NZQA has issued over the last term. The NCEA Update will continue to be an online publication only.

You can [subscribe to receive an email notification](#) when the NCEA Updates become available online.

The NCEA Update is produced at the end of each term and provides links to communications that NZQA and the Ministry of Education have issued over the past term.

A key purpose of the NCEA Updates is to maintain and strengthen the credibility of NCEA by ensuring consistent and accurate sharing of information.

Of particular interest to languages teachers in this latest update are listed below. (These have been released since the last NCEA Update.)

### Vocational Pathways

[Vocational Pathways website](#)

and the following NZQA Assessment Matters, (previously called Secondary Circulars):

05 Apr [Cook Island Maori verification process](#) A2013/004

21 Mar [2013 Assessment Specifications for NCEA and Scholarship External Assessment](#) A2013/003

(Continued on next page...)

### Northern/Central North regions

#### National Workshops

[Learning Languages: Consolidating NCEA Programmes](#)

Waikato Fri 14 June

Cambridge High School

#### Regional Workshops

[Creativity and ICT in Learning Languages](#)

Auckland, Tue 14 May,

National Library Service Centre

Napier, Sat 08 June, venue TBC

Hamilton Thur 01 Aug, venue TBC

[Pasifika Languages: Student Achievement](#)

Auckland, Wed 15 May,

National Library Service Centre

[Pasifika Middle Leaders](#)

Auckland, Tue 28 May,

Kohia Education Centre

[Engaging Boys in Learning Languages](#)

Tauranga, Wed 05 June, venue TBC

Auckland, Thur 08 Aug,

National Library Service Centre

[Clusters](#) - venues TBC

Northland, Thur 30 May

Hamilton, Tue 04 June

Napier, Tue 11 June

Rotorua, Tue 18 June

Tauranga, Wed 19 June

Auckland, Tue 25 June

### Central South/Southern regions

#### National Workshops

Christchurch, Wed 8 May

Dunedin, Tues 21 May

Invercargill, Thur 23 May

Wellington, Wed 29 May

To check venues and enroll for workshops in the Central South and Southern regions, go to the Learning Languages Professional Learning/Workshops page:

<http://www.edplus.canterbury.ac.nz/languages/proflearn.shtml>

## Secqual

12 Mar [National systems check for external moderation](#) S2013/006

07 Mar [Guidelines for the selection of student work for moderation](#) S2013/005

26 Feb [Online submission of moderation materials](#) S2013/003

28 Jan [2013 Reviews and Reconsiderations](#) S2013/001

## New Zealand Scholarship

The latest Secqual circular outlines the changes to the format of the 2013 New Zealand Scholarship languages examinations

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/scholarship/the-format-of-the-2013-new-zealand-scholarship-languages-examinations/>.

The *Information for Candidates* document referred to in the circular is a crucial document for students to understand the examination procedure. There are also links to resources that will support teachers and students to understand what is required for success in Scholarship. The language-specific *Performance Standard* should be read in conjunction with the [Assessment Specifications](#) for the standard. These documents can be accessed through the Scholarship link on the appropriate subject page on NZQA. The *Explanatory Notes* are generic for all languages.

The Scholarship link will also access language-specific sample resources for the 2013 revised standards which include:

- Sample Exam Papers for Questions 1 and 2
- Title Page for Question 3
- CD/Recording transcript
- Assessment Schedule
- Annotated Exemplars for Scholarship and Outstanding Scholarship.

Exam materials (question books, resource books, reports, schedules, etc.) from previous years are also archived here and are available for downloading.

## NCEA external assessment: Grade Score Marking

To coincide with the implementation of the revised achievement standards, Grade Score Marking was introduced for level 1 in 2012 and level 2 in 2012. It will be introduced for level 3 this year. Prior to its implementation, five years of research at NZQA confirmed that Grade Score Marking is a fair and effective method of standards-based marking. NZQA has outlined Grade Score Marking in its generic document which is available on <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-exams-and-portfolios/external/grade-score-marking/>.

The 2012 external assessment schedules for levels 1 and 2 show Grade Score Marking in practice. These schedules along with the sample external assessments are included in the resources for externally assessed standards and can be accessed through the language-specific subject page <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

For those teachers and language associations developing their own assessment resources for use in practice exams, a generic schedule template is now available on:

<https://learninglanguagespld.wikispaces.com/NCEA+Standards+Alignment>.

This version has been adapted from the one available on the NZQA site and has had the language and standard-specific references removed ready for use. With the correct standard title and number it will work for all practice versions of the languages externals.

## National Co-ordinators, Learning Languages

### Northern and Central North regions



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## Grade Score Marking (continued from previous page)

It is useful to be familiar with the minimum scores for each grade which are outlined below:

- A four question paper has a possible maximum score of 32 (8 X 4).
- The minimum possible score for an A is 9, because 8 could be made up of N2, N2, N2 and N2 - which couldn't possibly be A.
- The minimum possible score for an M is 13, because 12 could be made up of A4, A4, A4 and A4 - which couldn't possibly be M.
- The minimum possible score for an E is 19, because 18 could be made up of M6, M6, M6 and M6 - which couldn't possibly be E.

In summary, neither the way the exam is written nor the final grade students are awarded should change as a result of Grade Score Marking. Practice external assessments should be written to and marked against the criteria of the relevant achievement standards.

## Developing reading comprehension

Effective literacy strategies across the curriculum are vital if students are to learn and achieve at school.

Commentary from NZQA's marking panels indicates that there is a need for languages teaching and learning programmes to focus more on developing students' skills in reading comprehension by providing them with a range of strategic approaches.

Research shows that where explicit teaching of comprehension strategies is strongly integrated into lesson content there is a deliberate transfer of skills and students' ability to read, respond to, and think critically about texts is heightened. This is achieved through teachers developing their own knowledge of comprehension strategies, explicitly modelling these in their teaching, and discussing with the students the benefits of strategy-use.

The more students are able to make meaning from the texts that they engage with, the clearer, more flexible and coherent their thinking will become. There is an imperative to prioritise the change that is going to have the best outcome for students.

"Low-achieving students, in particular, need to be taught how to monitor their understanding and to select and use appropriate 'fix-up' strategies when needed." (Pogrow, 1993; Caverly, Manderville and Nicholson, 1995).

The Ministry's publication *Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers*, and the *Making Literacy Explicit in Learning Languages Programmes* tool identify a range of explicit literacy strategies that could support teachers to be responsive to students' learning needs. See more at: <https://learninglanguagespld.wikispaces.com/Literacy+and+Learning+Languages>

These strategies can be integrated into Learning Languages programmes using appropriate second language contexts to increase the levels of achievement for students undertaking the external reading achievement standards as well as the writing portfolios.

The ultimate goals of strategy instruction are independence, i.e. that students can recognise which strategies work well for them, and sustain student achievement long-term. Teachers should provide opportunities for students to practice strategies to the point where they will use them naturally when engaging with target language texts on their own, and feel confident in their ability to complete comprehension tasks successfully.

## Regional Facilitators, Learning Languages



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## iCLT - taonga activity

This is the second in a series of articles that consider ways to implement the principles of Intercultural Communicative Language Teaching into Learning Languages programmes.

The Te Kōtahitanga Effective Teaching Profile (Bishop, et al. 2003) identifies Manaakitanga as an important dimension of effective teaching for Māori students, and defines it in this context as "caring for the students as culturally located human beings above all else."

<http://tekotahitanga.tki.org.nz/About/The-Development-of-Te-Kotahitanga/Effective-Teaching-Profile>

This activity encourages individual students to reflect on their own culture and provides an opportunity for the class to learn about and value the diverse cultures of students in the classroom, alongside the culture(s) of the language that is being studied. In te Reo Māori a **taonga** is: (noun) property, goods, possessions, effects; (noun) treasure, anything prized.

In the context of this activity, the taonga may be something personal such as whakapapa, something of significance within their family, something their peers might relate to, or something representative of the wider ethnic or cultural group they identify with. It could be something tangible such as an artefact, a photograph, a letter, a piece of jewelry, an artwork, a map, a recipe, or language, a poem, a song, or a memory.

To introduce this activity, the teacher could bring a taonga of their own to present to the class. This would model the activity for the class, and provide an opportunity to share something of themselves and a culture they identify with. This can be a powerful tool for building relationships with students. Another possibility is a target language text (written, spoken, visual) as an introduction to the activity. This is an activity which could be adapted to any level, and provides an appropriate context for an NCEA assessment task.

To step up to an NCEA Level 1 spoken presentation task, there needs to be a personal response which could be a brief explanation of why they chose this particular item.

In Year 12, the taonga activity could be adapted to an interactive task for inclusion in the students' interaction portfolios. A Level 2, interaction would require students to share and justify their choice of taonga. In Year 13, the taonga could provide the stimulus material required for the Level 3 Spoken Presentation standard, in which students are required to give a critical response to stimulus material.

## Key competencies and effective pedagogy

Opportunities to develop key competencies can play out as opportunities to develop learning areas and vice versa.

- How well are the key competencies integrated into Learning Languages?
- What opportunities are provided by Learning Languages to strengthen key competencies?
- What impact is the integration between key competencies and Learning Languages having on students' overall development? How do we know?
- What aspects of key competency development might we need to do more work on?

The MoE has funded the development of a key competencies tool:

- a self-audit framework of questions about effective pedagogy
- a mosaic of 14 engaging examples of practice that show what this pedagogy might look like in different learning areas.

These materials should be used by HODs to support professional learning conversations, and can be accessed on [TKI](#)

## Language Weeks



International Languages Week

18-25 August

<http://www.nzalt.org.nz/events/ilw.shtml>

NZ Sign Language Week

[NZ Sign Language Week 13 – 19](#)

[May: Challenge For Kiwis – Learn 25 Signs](#)

Deaf Aotearoa is challenging all New Zealanders to [learn 25 New Zealand Sign Language \(NZSL\) signs](#) to celebrate NZSL Week. Deaf Aotearoa is launching an online NZSL taster class. Visit their [website](#) during NZSL Week to watch interactive clips and learn how to sign everyday words/phrases. After completing an NZSL taster class, participants can enter a quiz and go in the draw to win prizes. Deaf Aotearoa also has a range of [resources](#) to teach NZSL - booklets, posters, finger-spelling cards, DVDs.

Samoan Language Week

26 May – 1 June

Te Wiki o te Reo Māori

1-7 July

Cook Islands Māori Language Week

4-10 August

Tongan Language Week

1-7 September

Tuvaluan Language Week

30 September – 6 October

Fijian Language Week

7-13 October

Niuean Language Week

13-19 October

Tokelauan Language Week

28 October – 3 November

For more information on Pacific Language Weeks visit the Ministry of Pacific Island Affairs [website](#) and [facebook page](#).