

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: Secondary Literacy

Information and resources for Leaders of Literacy in secondary schools | Term 2 2013

Greetings to you all, Kia ora, Kia orana, Fakaalofa lahi atu, Mālō e lelei, Tālofa lava, Talofa ni.

Welcome to term two. Through this newsletter we provide a national overview of secondary literacy, share and discuss issues relevant to our community as they arise, and provide information and links to relevant materials and resources. In this edition we focus on teaching and learning for Pasifika students.

Denise, Irene, and Mal

## Is a focus on continuous improvement evident in my school?

While the New Zealand education system works well for most students and leads the world in some respects, it does not adequately meet the needs of some groups. Although gains in participation and achievement have been made overall, there remains a significant gap between our high performing and low performing students. Māori, Pasifika, learners from low socio-economic areas and learners with special education needs, on average, continue to achieve at lower levels than their peers, and these groups of students are the priority learners for professional learning and development.

National and international evidence suggests there is no single reason why the education system is not fully meeting the needs of all students. Nor is there a single quick fix.

The evidence suggests a need to adopt a continuous improvement model that focuses on a few key things that are known to be important in raising student achievement:

- High quality educational relationships between teachers and learners
- Strong learning-based relationships between teachers and parents
- Learning environments with high expectations, high levels of trust and high levels of respect of learners
- Developing strong educational leadership

*(Ministry of Education Statement of Intent, 2010-2015)*

Questions to consider:

- What are the features of high quality educational relationships between teachers and learners, and between teachers and parents?
- Are they evident in my classroom/department/school?
- Do students at my school experience learning environments with high expectations, trust and respect?

## Secondary Literacy

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## Pasifika Learners



The [Pasifika Education Plan 2013-2017](#) puts Pasifika learners, their parents, families and communities at the centre. Pasifika success will be characterized by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas. Literacy and language skills and knowledge are essential, to ensure that Pasifika students navigate the curriculum with success.

Targets from the Pasifika Education Plan include:

- The number of Pasifika school leavers leaving with NCEA Level 1 literacy and numeracy qualifications to increase from 80% in 2010 to 95% in 2017.
- 85% of Pasifika 18 year olds to achieve NCEA Level 2 or equivalent in 2017.

### 'Understanding NCEA' text

In 2012, a Samoan translation of the resource *Understanding NCEA* was produced. The book is entitled *Malamalama i le NCEA: O se taiala pu'upu'u ae sili ona aoga mo tamaiti o aoga maualuluga ma o latou matua*.

It includes stories drawn from the real-life experiences of more than 100 students who have navigated various NCEA pathways. There is also a chapter specifically for parents. Written by Irena Madjar and Elizabeth McKinley of The Starpath Project at The University of Auckland, it draws on their research with secondary school teachers, students and parents from a range of different communities. This text can be purchased online from Kohia Education Centre at:

<http://store.educationcentre.auckland.ac.nz/>

### From research to practice

In an article '[Polycultural' capital and educational achievement among NZ-born Pacific peoples](#) Karlo Mila-Schaaf and Elizabeth Robinson, argue that having Pacific cultural capital may advantage students in terms of educational achievement.

Their study of NZ-born Pasifika secondary school students identified cultural variables that were associated with better educational outcomes.

Maintenance of Pacific values, cultural pride, Pacific language fluency and acceptance from Pacific peoples and others were all significantly associated with positive educational outcomes: trying hard at school, doing well at school and making plans for the future.

'Polycultural' capital is associated with cross-cultural resources, knowledge, skills and agency – students being able to draw purposefully and strategically from more than one cultural way of knowing and interpreting the world.

Some questions to ponder:

- *What are the implications of this study for your school?*
- *What are the strengths of your Pasifika students?*
- *How is the cultural capital of your students acknowledged and fostered within learning contexts?*

## Useful links and resources: Pasifika focus

### National Library Resources to support Pasifika Literacy

<http://schools.natlib.govt.nz/culture-identity-heritage/supporting-pasifika-students/providing-resources-support-pasifika-literacy>

### LEAP: Language Enhancing the Achievement of Pasifika

<http://leap.tki.org.nz/>

A professional learning resource developed for teachers working in mainstream New Zealand classrooms with bilingual Pasifika students.

### Pasifika Education Community on TKI

<http://pasifika.tki.org.nz/>

The Effective Teaching for Pasifika section provides a media gallery as well as links to many useful resources.

### Pasifika Learners: Secondary Literacy links

<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Professional-readings/Diversity/Supporting-Pasifika-learners>

Links to Pasifika Literacy Project summary and other related resources.

### Pasifika Education: Ministry of Education website

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx>

### [Making a Difference to Student Achievement in Literacy](#)

This report, whilst based in primary schools, has some key messages for educators in all settings.

[ERO Report 2012 Improving Education Outcomes for Pasifika Learners](#)

## Pasifika Success

### I Have a Dream

The ['I Have a Dream' Project](#) at Mt Roskill Grammar School ran for more than 10 years and followed a group of 53 children from decile 1 Wesley Primary School through to the end of secondary school.

The project tracked the success of the 'dreamers', and measured them against a control group of students. Most of the original 50 dreamers are now proceeding to post-secondary education or employment, with about 20 of those hoping to begin diploma or degree-level study in 2013.

Volunteer tutors and mentors worked individually with each dreamer throughout the duration of the programme to provide extra academic and pastoral guidance. The keys to the project's success are described as "having quality information, quality teaching, and quality relationships – it's about giving the kids a sense of purpose."

### Dare to Succeed Programme

The Pacific Islands Centre at the University of Otago launched the [Dare to Succeed](#) programme to help young Pacific students to better understand the importance of gaining good academic skills and qualifications while at school in the hope they will better focus on their current studies and aspire to successfully undertake tertiary level study.

NCEA level Pasifika students were invited to meet monthly in the school library at 3.15 to 5pm with food provided. Pasifika tertiary students were buddied up with their own NCEA student as well as being available to mentor the entire group.

### Snapshot from practice: Improving NCEA achievement in History for Pasifika and Māori students

The history teacher in this example works in a small school with 54% Pasifika and 39% Māori students. He wanted to improve student achievement in NCEA externals as in 2011 only 25% of students passed Level 1, 19% passed Level 2 and 36% passed Level 3 externals. In 2012, 76% of students passed Level 1, 67% passed level 2 and 41% passed Level 3 externals.

The teacher achieved this improvement by changing his practice in a number of ways:

- Unpacking each achievement standard with each class, using words the students could understand.
- Incorporating key words into the lesson structure by introducing a word of the day such as "patriotism" to fit the learning focus of the lesson. Students were encouraged to use the word orally, and to use the key word when writing throughout the lesson.
- A focus on writing development throughout the year – using models, co-constructing writing with students, and scaffolding students writing towards independence (from teacher-provided writing frames through to independent writing)
- Building students' confidence with external assessment throughout the year.
- Continually expressing high expectations with the students and believing that they would be able to achieve. Making contact with parents/guardians to garner their support in encouraging the student.
- Monitoring students' progress by building in progress checkpoints throughout the year.

## Useful links and resources

### Secondary Literacy Online



<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy>

This is the link for literacy across learning areas. Here you will find resources of interest to teachers and literacy leaders.

### Secondary Middle Leaders

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders>

This site provides a range of information, tools, and resources to support secondary middle leaders as they lead change in relation to *The New Zealand Curriculum* and [Ministry of Education priorities](#).

### NCEA



<http://ncea.tki.org.nz/>

Resources to support internal and external assessment.



<http://www.educationcounts.govt.nz/>

Find the latest in New Zealand educational statistics and research.



<http://www.ero.govt.nz/>

National evaluation reports, information about reviews, Māori and Pasifika success.

## Term 1 workshops for Literacy Leaders

Recently we have had the privilege of meeting and working with many Literacy Leaders across the country through our workshops for 'Literacy Leaders: Supporting Middle Leaders in Subject-Specific Literacy Practices'.

Thank you to all of the participants for your willingness to share your ideas, and to engage in further learning. Participants are now engaged in an inquiry with another middle leader, focused on the literacy demands within a particular subject area.

We look forward to hearing about progress on your inquiries when we meet again in workshop two in term 3.

## Secondary Student Achievement professional development

The Secondary Student Achievement professional development is funded by the Ministry of Education. The Government goal is that 85% of all 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification by 2017. To support this, the focus for the Secondary Student Achievement professional development is to work with secondary middle leaders to help raise achievement for all students, and particularly for Māori students, Pasifika students and those with special education needs.

Support is available to all middle leaders in the form of workshops, clusters and e-newsletters in every learning area and in a range of subjects. More intensive, in-depth support is also being provided for selected schools/departments/faculties allocated by the regional Ministry of Education offices.

## National newsletters

These national newsletters are developed for every learning area by national co-ordinators from The University of Auckland and Te Tapuae o Rehua consortium (University of Canterbury, University of Otago and Te Runanga o Ngāi Tahu). To download the latest newsletter or for more information about Ministry-funded professional development for secondary middle leaders, visit this page on TKI:

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

All the best for term two

Denise Hitchcock  
Irene Andersen  
Mal Thompson



## NZQA Literacy and Numeracy

**New NZQA landing page for all Literacy and Numeracy links and resources**

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

Here you will find links to all resources in one place including:

- NCEA Requirements
- University Entrance requirements
- Unit standards assessment resources
- English for Academic Purposes resources

## **Moderation Best Practice Workshops**

### **Literacy Unit Standards**

These workshops are offered by NZQA. They are a repeat of those offered in 2012, covering unit standards 26622, 26624 and 26625.