

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: English

Information and resources for middle leaders in secondary schools | Term 2 2013

Congratulations on surviving a long first term and welcome to the start of term two. We hope to see you at Karamu High School in the Hawkes Bay for the NZATE conference in July. This newsletter contains:

- A snapshot of NCEA achievement in English
- Thoughts about AS 91479 *Develop an informed understanding of literature and/or language using critical texts*
- Details of workshops for terms 2 and 3
- Plus some updates and useful links in the sidebars.

Nga mihi
Trish and Cynthia

Giving students opportunities to use their own knowledge in learning contexts has been shown to be effective for all students.

The activity -*Tuakiri. Ahurei. Ora. Identity. Uniqueness. Life.* for AS 90855 is an example of an activity with a broad context that would engage students with diverse identities.

NZQA has provided assessment support materials for the Pacific Indigenous Knowledge US (26538, 26539, 26540). These standards could be integrated effectively into all levels of English programmes.

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/assessment-support-material/pacific-indigenous-knowledge/>

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.

What's new online?

NCEA Updates

The latest NCEA Update (issue 8, April 2013) provides a summary of the information NZQA has issued over the last term, including titles and links to issues of Secqal and Assessment Matters.

The key purpose of this online publication is to ensure consistent and accurate sharing of information.

NCEA Updates are published online in the last week of each term. You can subscribe to receive an email notification when they are available:

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/ncea-update/issue-8-april-2013/>

Literacy and Numeracy

landing page is now up and live on NZQA. It provides a one-place stop for all this information:

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

NZ curriculum online

A recent posting on the secondary middle leaders website, *Choosing your own path through NCEA*, shows the approach taken by Logan Park HS:

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

National workshops continue this term

Over 200 English middle leaders have so far attended the free national workshops entitled 'Leading teaching, learning and assessment: Level 3 English'. These workshops continue in term 2 and then a second round of workshops will be offered on effective course design in English. The workshops will consider pathways into, through and beyond senior English including effective differentiation. Morning tea is provided at these free workshops but you will need to bring your own lunch.

Continuing the 'Leading teaching, learning and assessment' workshops: Level 3

Tuesday 14th May: Christchurch

Thursday 16th May: West Coast

Tuesday 21st May: Nelson

Monday 27th May: Invercargill

Wednesday 29th May: Dunedin

Friday 14th June: Waikato (*Details on how to register for this course will come via the Regional Principals' Association*)

Wednesday 7th May: cluster meeting Timaru

'Senior course design' workshops facilitated by Team Solutions, University of Auckland

Thursday 1st August: Auckland (Kohia Education Centre, Epsom)

Please note that registrations for this day will be restricted to 40. A further day will be added if required.

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS08

Thursday 8th August: Taupo (REAP Centre)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS09

Tuesday 13th August: Waikato (Ventura Inn Hamilton, 23 Clarence Street)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS10

Wednesday 28th August: Hawkes Bay (EIT, Room R101, 501 Gloucester Street, Taradale)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS13

Wednesday 14th August: Bay of Plenty (Institute of Professional Learning, 142 Durham Street, Tauranga)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS11

Tuesday 3rd Sept: Whangarei (Tai Tokerau Education Centre, R6WB-102)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS14

Monday 26th August: Gisborne (EIT Tairāwhiti Campus)

https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop_enrolment/KQTS12

'Senior course design' workshops facilitated by Te Tapuae o Rehua

Tuesday 13th August: Wellington

Wednesday 14th August: Hutt Valley

Tuesday 20th August: Palmerston North

Thursday 22nd August: New Plymouth

Wednesday 28th August: Christchurch

Monday 2nd Sept: Invercargill

Wednesday 4th Sept: Dunedin

Tuesday 10th Sept: Nelson

Details and enrolment forms will be posted to schools later this term
edplus@canterbury.ac.nz



The NZATE conference will be held at Karamu High School from 17-19 July.

This year's Conference aims to reflect an appreciation of what has lasting value – vintage – and the possibilities of new ideas and directions – visionary.

As well as an interesting and exciting array of workshops there will also be keynotes from **Dr Angie Farrow, Anna Mackenzie, Joseph Driessen** and **Matene Love**.

To register go to:

www.nzateconference.co.nz/

Useful links and resources

English online

<http://englishonline.tki.org.nz/English-Online/>

A site for all teachers of English.

Communities on TKI

<http://www.tki.org.nz/Communities>

Includes curriculum documents, news, guidance, resources, and stories and Assessment Information and assessment tools to improve teaching and learning, including [e-asTTle](#)

NCEA on TKI

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

Down the Back of the Chair

www.thechair.minedu.govt.nz

Ph 0800 660 662 to order copies of Ministry of Education teaching and learning resources.

The Teachers Council

<http://www.teacherscouncil.govt.nz/rtc/index.stm>

The *Registered Teacher Criteria* describe the criteria for quality teaching in New Zealand and replaced the Satisfactory Teacher Dimensions in 2011. All teachers seeking to gain and maintain full registration are required to meet the *Registered Teacher Criteria*.

A snapshot of national achievement data for English in 2012

National achievement data for English in 2012 and 2011						
		# entries	% NA	%A	% M	% E
Int AS	L1	208,369	22.4	43.1	22.0	12.5
		203,493	23.9	43.6	21.5	11.0
	L 2	133,413	27.3	40.0	20.3	12.5
		121,328	26.0	40.0	21.9	12.1
	L 3	49,634	19.7	34.0	25.8	20.6
		47,764	21.3	35.0	25.2	18.5
Ext AS	L 1	105,070	23.0	43.9	23.8	9.3
		108,087	25.0	43.2	22.8	8.9
	L 2	80,165	28.8	41.6	22.1	7.5
		92,374	30.9	41.7	19.6	7.9
	L 3	40,705	29.5	41.8	20.2	8.5
		41,198	26.4	42.3	21.6	9.8

Approximately 50% fewer students attempted Level 1 external standards than internals. How does your school make decisions about entries into externals standards? What are the implications of these decisions?

Level 2 English 2012 % Pass Rates					
Externals					
Std:	Total	Māori	Māori Boys	Pasifika	Pasifika Boys
91098	69.3	60.2	57.1	53	48.2
91099	70.5	60.1	54.5	54.4	47.7
91100	75.2	67.1	61	60.8	51.4
Internals					
91101	73.2	62.1	56.4	53.4	51.9
91102	74.5	61.4	57.6	59	56.5
91103	68	59.9	52.9	59.9	59
91104	73.2	59.3	52.7	58.1	54.6
91105	68.8	56.9	51.4	48.1	43.4
91106	71.5	57.1	48.1	54.7	48.6
91107	70.3	62.7	58.1	55.9	53

This table shows that Level 2 Māori and Pasifika students (particularly Māori and Pasifika boys) are at the greatest risk of not achieving. What can we, as teachers, do differently to support these students?

Below are comments from a group Year 12 Māori boys recorded in August 2012:

"In English I hate how we don't get assessed until the very end of the year."

"You learn for an assessment then stop then we start learning for another assessment and stop and then you go back and you still haven't been assessed."

"We haven't done any internals yet, like we are working on them now but all the texts and movies and stuff that we have studied, we have to remember it all for the externals"

"So we are just switching to and from, in between, back and forth."

Many English standards do require assessment over time. What can be done to better support students in this process?

What's new?

NZQA English subject page
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/levels/>

The April **moderator newsletter** now online contains updates re:

- external moderation
- updated exemplars for AS 91475 (L3 writing); AS 90855 (L1 create a visual text)

Also included is advice re using 'old' TKI tasks for expired standards.

Clarifications documents will now carry a 'last updated' date.

Examiners' reports for external standards are now available online.

English NZQA on Facebook

This will be used to publicise updates to clarifications and exemplars, etc. To receive these notifications, just find and 'like' English NZQA on Facebook.

Key competencies website

now includes a self audit tool:
<http://keycompetencies.tki.org.nz/Key-competencies-and-effective-pedagogy>

Ka Hikitia – Accelerating Success 2013–2017 – Let's Talk
<http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/MeKoreroLetsTalk.aspx>

Pasifika Education Plan 2013-2017

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan2013.aspx>

BES Exemplars for Quality Teaching

<http://www.educationcounts.govt.nz/topics/bes/bes-exemplars>

Each exemplar has been selected because it illuminates highly effective teaching approaches that accelerate progress for diverse (all) learners in areas where improvement is needed.

Develop an informed understanding of literature and/or language using critical texts (AS 91479)

This standard has provoked much discussion. It builds on the information literacy standards at Levels 1 and 2, but it does require additional thinking, and literacy and language skills. Many students will have successfully completed a Level 2 programme without needing to master these skills.

Linking to the New Zealand Curriculum

The standard was created as part of the standards alignment process, so it is important to think about its connection to the front and back sections of the NZC. Effective teaching and learning will encourage students to inquire, to be intellectually curious, and to challenge assumptions. There are a number of level 8 indicators of the NZC that clearly link to this standard. For example:

- evaluates the reliability and usefulness of texts - *purposes and audiences* (e.g. what are the characteristics of a critical text?)
- understands that there may be multiple readings available within a text - *ideas* (e.g. comparing different literary theories, critics)

The NZQA approved activity *Let's get critical, critical!* "requires students to write a formal essay." A written report is not a requirement of the standard, but if students are presenting their work for assessment against any of the Creating Meaning standards (3.4, 3.5, 3.6), additional skills will need to be taught (e.g. referencing, paraphrasing) and the work may need reshaping to meet the criterion for another standard.

Unpacking the standard

We need to consider the meaning of two key phrases in the title:

- **Develop an informed understanding (Explanatory Note 2)**
It is expected that students will have an understanding of the text or language topic before undertaking further investigation. Students achieving this standard will be able to demonstrate how their understanding has been 'informed' by further reading. They will show how they have considered the thinking of 'experts' to support, challenge, or extend their own understandings. Their final commentary/judgments will synthesize their own analysis with the insights gained from their investigations of others' views.
- **Using critical texts**
"Critical texts may include linguistic or literary theory, criticism and/or analysis." (EN 4). The two NZQA approved tasks on TKI take different approaches to this standard. One uses literary theory as the basis for student investigation, while the other is based on students' reading of critical analyses. Both approaches require students to refer to at least 2 critical texts. EN4 also states that, "Texts must be student selected." Students may be given guidance about selecting appropriate texts. However, learning to effectively use databases such as EPIC is an important skill inherent in this standard. Exploring what is meant by a 'critical text' is valuable learning in this era of commentary overload and ease of publication via the internet. It may be a useful class exercise to explore a website such as *metacritic.com* to discuss the characteristics of a 'critical,' as opposed to a 'non-critical' text.

Students should be clear about their own purpose (e.g. "I wanted to find out if the views expressed by the author are a result of his own experiences") before they begin the process outlined in EN 5. This standard requires a number of sophisticated literacy skills: developing a hypothesis; selecting appropriate texts/information; taking notes; evaluating reliability; synthesizing information.

What learning is important for students working at NZC level 8?

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If you are receiving this newsletter in error or are aware of anyone whom you think would benefit from receiving it (particularly any new heads of department in your area) we would appreciate hearing from you.

Suggestions for improvements and possible content for future newsletters are welcome.