

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 1 2014

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 to 2014 and the Year of the Horse! For our learning community this is a conference year and significantly we celebrate the 40th Anniversary of the New Zealand Association of Language Teachers.

As the new year begins we farewell Jo Guthrie. As a Languages Facilitator and as National Coordinator of Languages, Jo has made a valuable contribution to the languages community which we would like to acknowledge here. We are sure that you would join us in acknowledging this and wishing her well for the future. Jeni Lemberg has been appointed National Coordinator Learning Languages working in the Central South and Southern regions.

It is with great sadness that we share the loss of two of our colleagues in December. Martin Weren who was HOD Languages at Hillcrest High School passed away suddenly. A respected and valued colleague, he gave his all to his students in the classroom, but it is for his work outside of the classroom that he will be remembered by his languages colleagues. Martin embodied the German concept of *Gastfreundschaft*, an untranslatable word that expresses the idea of being a host but going above and beyond what is expected.

Following a short illness, Liz Scally, the National Assessment Facilitator at NZQA with responsibility for Languages, also passed away. Liz valued greatly the work she did with language teachers especially in the Samoan language community and is remembered for her insight and quick sense of humour. Ia manuia lau Malaga, Liz.

Professional learning and development opportunities continue this term

In 2014, one national workshop will be offered in each region. Inquiry clusters will also be planned responsively to meet the particular needs or demands of a region. These PLD opportunities are Ministry-funded and there are no registration costs for participants. See page two 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 opposite.

National Co-ordinators, Learning Languages

Northern and Central North regions



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Central South and Southern regions



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NZQA's Assessment and Moderation Best Practice Workshops (BPWs)

Two BPWs are on offer from NZQA for secondary teachers: One is the subject-specific model called *Making Judgements* that has been delivered over the last five years and the other is a new type of generic workshop called *Connecting with Contexts*. These workshops are delivered by NZQA Moderators and Assessment & Moderation Facilitators.

The aim of the BPW *Making Judgements* is to increase teacher confidence when making assessment judgements for internally assessed standards. Participants will have the opportunity to work with real samples of student work and engage in professional discussion with colleagues and the National Moderator about interpreting the standards. Teachers who need to improve their moderation agreement rates, or who are new to standards based assessment and NCEA, for example beginning teachers, should attend this workshop.

The BPW *Connecting with Contexts* will focus on modifying existing assessment resources to better meet the needs of students and increasing teacher confidence in modifying assessment resources without affecting the 'NZQA approved' status. Participants will engage in professional discussion with colleagues and the facilitator about assessment resource design. This workshop is aimed at teachers who would like to develop their skills in easily modifying existing assessment resources to better meet the needs of their students while still ensuring authenticity.

NZQA Facebook page for learning languages

NZQA recently launched a Facebook page for each senior secondary school subject. The learning languages page is: <https://www.facebook.com/pages/Languages-NZQA/220315924767953> This page will alert teachers to new or updated information for internally assessed standards on the NZQA subject pages.

Click 'Like', and alerts will be posted to your own Facebook page or via email. It is not necessary to revisit the page to check for updates once it has been 'Liked'. If you are not on Facebook then bookmark either the Facebook pages or the Subject pages in your web browser and check to see if there are any new updates.

Moderator's newsletter

The final Moderator's newsletter for 2013 has been uploaded to the NZQA website. This can be accessed from the language specific page of NZQA:

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

These newsletters are published regularly throughout the year and contain key messages relevant to the effective management of assessment tasks and the moderation of student evidence, as well as updates on assessment resources. Teachers should ensure that they review the information published in these newsletters.

iCLT symposium

This symposium will focus on the teaching and learning of intercultural competence, an integral component of the learning area statements of the NZC. It is being held at Auckland University of Technology on Friday 28 February to Saturday 1 March. The keynote speaker is Professor Tony Liddicoat, Professor in Applied Linguistics from the University of South Australia, a leading expert in the field. The symposium is free.

Please RSVP to eharris@aut.ac.nz.

National workshops 2014

These workshops are FREE as they are part of our Ministry-funded Secondary Student Achievement professional development.

Developing Coherent Learning Languages Programmes in Years 9 -13

This workshop has been designed in response to teachers' indicated needs collected from the recent learning languages survey. The overarching theme for the day will be developing coherency in learning languages programmes across Years 9 to 13.

Workshop participants will have the opportunity to inquire into the best practice of curriculum design across levels 1-8 of the NZC, to promote successful achievement in NCEA.

Differentiation and task-based language teaching in BYOD environments will be also included in these workshops.

Northern and Central North regions

Northland:	Mon 9 June
Auckland:	Thu 29 May
Auckland:	Mon 16 June
Waikato:	Tues 28 May
West BOP:	Wed 26 March
East BOP:	Thu 27 March
Hawkes Bay:	Mon 12 May

Central South and Southern regions

Manawatu:	Wed 4 June
Taranaki:	Tue 1 April
Wellington:	Wed 9 April
Nelson:	Mon 7 April
Christchurch:	Thu 29 May
Sth C'bury:	Tues 15 April
Dunedin:	Fri 20 June
Invercargill:	Wed 18 June

Venues/registrations

Venue details will be advised on [TKI](#) and the [Learning Languages PLD wiki](#). For further information please email your National Co-ordinator.

NZALT

NZALT is the professional organization which embraces and pro-actively promotes languages and languages education to benefit New Zealanders: <http://www.nzalt.org.nz/>

Members of NZALT should have received *The New Zealand Language Teacher* journal for 2013. This contains excellent articles on task-based language teaching, student perception of language learning, student motivation in second language learning, and the value of language and cultural immersion experiences for teachers. The journal uniquely offers strong examples of evidence-based languages education research set in New Zealand contexts. Online registration for the NZALT International Biennial Conference 2014 in Palmerston North is now open: <http://www.eenz.com/nzalt14/>

Presentations are now being called for, with guidelines available on <http://www.eenz.com/nzalt14/>. The deadline for submissions is Friday 16 May 2014. Members of NZALT receive generous discounts when registering and should note that [subscriptions](#) for 2014 are now due.

Learning languages - transitioning into Year 9

How important do we think it is to know as much as possible about individual students (interests, abilities, home circumstances)? These questions can support middle leaders to focus on the concept of 'ako' - 'learning from each other' where 'culture counts' (knowing where learners come from and building on what learners bring with them); and inquire into their own and other teachers' practice around knowing the learners in their departments.

- Do we have an adequate understanding of how Year 9 students feel about learning a language when they arrive in Year 9? Do our programmes match their perceptions and meet their expectations? How do we establish this? What are our main sources of data?
- What target language strategies do we use to get to know our new Year 9 students? Do we ever seek out student information compiled by the students themselves, by former teachers/schools, and/or colleagues who take our students for other subjects?
- Do we approach previous schools/teachers to source data on students' prior learning in languages? How successful are we in assessing student achievement and establish starting levels based on those assessments? How do we use literacy data to inform strategic approaches and the planning of our programmes?
- How much do we know about what other teachers do to learn about their students? How do we share knowledge and skills about this?
- Is there additional information that we should obtain from parents to better inform our work, especially with priority students? Are there procedures in place for this to happen? How do we capitalise on students' cultural backgrounds in target language contexts?
- What do we consider to be the most important aspects of the Year 9 language teacher's role in this school? Should it mainly be to motivate students to continue their second language learning, or something else? Do we arrange for senior students (diverse in terms of interests, achievement, ethnicity), with positive experiences of languages learning, to visit and talk with Year 9 students?
- How important do we think it is to know as much as possible about individual students? Are we able as teachers to (regularly) incorporate what we know about individual students into teaching and learning in the languages classroom? If yes, what are (or will be) the benefit of this for different students?

Regional Facilitator, Learning Languages



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Language Weeks



New Zealand Sign Language Week

May 12-18

Vaiaso o le Gagana Samoa

May 26-30

Te Wiki o te Reo Māori

July 21-27

<http://www.nzhistory.net.nz/media/photo/maori-language-petition-1972>

<http://www.teara.govt.nz/en/urban-maori/3/4>

International Languages Week

August 17-23

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



- What extra-curricular opportunities are available to Year 9 students in your school that support/promote second language learning? How do Year 9 students learn about these activities? What are the workload implications for learning languages teachers in organising/managing these? How do we involve senior language students as role models and leaders in extra-curricular opportunities?
- As teachers, what approaches have we found to be *most successful* in engaging students in language tasks in our classrooms in order to bring about desired learning outcomes? How do we share this with our colleagues?

References:

[Easing the Transition from Primary to Secondary Schooling: Helpful Information for Schools to consider](#) Research Division, Ministry of Education

[The Maori Education Strategy: Ka Hikitia - Accelerating Success 2013 - 2017](#) Ministry of Education

Leadership in learning languages

What does leadership in a Learning Languages context mean for you? Here are some ideas inspired by suggestions (in blue) from Rachel Hawkes, Director of Language College at Comberton Village College, Cambridgeshire, UK.

L E A D E R S H I P	Letting go and enabling	Unlocking people's potential to do better	Seek feedback and act on it, e.g. complete staff and student feedback surveys Week 8, Term 1 then talk about the results, use these for a possible inquiry.
	Ethos building and reputation creating	Creating a strong, committed Languages department	Work together to raise the profile of all language learning in the school and community with activities such as International Languages Week or a Cultural Diversity Day.
	Abandonment	Of preconceived ideas	Practise active listening within your department and classroom.
	Development	Of yourself and your team	Access relevant PLD. Provide opportunities within department meetings to share PLD.
	External links and looking outwards	Where to go for PLD, the latest research on language learning	http://nzcurriculum.tki.org.nz/Secondary-middle-leaders https://learninglanguagespld.wikispaces.com/ http://www.nzalt.org.nz/ Language-specific associations.
	Research and reflection	Reading research and reflecting on your practice in your department	Keep a reflective journal, do a literature review. Teaching as Inquiry.
	Seeing ahead/Student leadership	Where to from here? Challenge yourself, involve your staff and your students	Establish a student Languages committee to run activities, e.g. International Languages Week, NZALT and language association competitions. Students receive badges as recognition of their leadership at a school assembly.
	High expectations	Of yourself, your team, and your students	Look at the evidence: NCEA data, retention rates, student feedback.]
	Innovation and risk-taking	Give things a go	Share and reflect on success stories at department meetings. Use as evidence for the Registered Teacher Criteria .
	Parents/Passion	Do it all with passion	Make contact with parents at the start of the year, identify parents who are native speakers and involve in programmes, provide opportunities for parents to participate in language learning activities, phone home with positive messages about the use of target language in the classroom.

The original version of this table with the links is available on the [Middle Leaders](#) page of the national Learning Languages PLD wiki.

Specific language associations

NZ Chinese Language Teachers Association

<http://groups.yahoo.com/neo/group/s/nzclta/info>



NZAJLT NZ Association of Japanese Language Teachers

Jo Barber, President

Email: jo.barber.nz@gmail.com

<http://www.japanese.ac.nz/>



STANZA The Spanish Teachers' Association of New Zealand Aotearoa

Cheryl van Dijck, President

Email:

cheryl.VanDijck@stcuthberts.school.nz

<http://web.me.com/stanza/STANZA/Welcome.html>

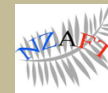


GANZ German in Aotearoa New Zealand

Antonie Alm, President

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<http://ganz.ac.nz/>



NZAFT New Zealand Association of French Teachers

Sue Pommarède, President

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<http://www.french.ac.nz/>

Tongan Language Teachers Association

Brian Lata, Secretary

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FAGASA, National Association of Samoan Language Teachers in NZ

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