

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 1 2014

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

Welcome to our first newsletter for 2014. We hope that you have had an enjoyable break over the holidays. Through this newsletter we provide a national overview of secondary literacy; discuss issues relevant to our professional community; and provide information and links to relevant materials and resources. In this edition, we present information and ideas that we hope will stimulate discussion related to your teaching and learning programmes for 2014.

Denise, Irene, and Mal.

## The New Zealand Curriculum

The beginning of a new year is an ideal time to refresh our understanding of *The New Zealand Curriculum*. (NZC) The principal function of the NZC is to set the direction for student learning and to provide guidance for English-medium schools as they design and review curriculum. The parallel document *Te Marautanga o Aotearoa*, serves the same function for Māori-medium schools.

Page 16 of the NZC provides specific guidance in terms of literacy and language. The statements there reinforce the importance of developing literacy and language skills within the context of each learning area, and point out that students need specific help from their teachers as they learn:

- The specialist vocabulary associated with each area.
- How to read and understand its texts.
- How to communicate knowledge and ideas in appropriate ways.
- How to listen and read critically, assessing the value of what they hear and read.

These points can serve as a guide for literacy leaders when they work alongside learning area leaders and teachers. Through a collaborative process, a literacy leader and teacher could consider the kinds of reading, understanding, communicating and responding required in a particular learning area, and how particular skills are developed.

For further guidance in this area, refer to:

Term 4 2013 Literacy [National Newsletter](#) – Celebrating the success of Literacy Leaders: Collaborative Partnerships.

Secondary Literacy Online: [Literacy in the Learning Areas](#)

## Secondary Literacy National Co-ordination Team

**Denise Hitchcock**

[denise.hitchcock@otago.ac.nz](mailto:denise.hitchcock@otago.ac.nz)  
M: 021 912 947

**Mal Thompson**

[mal.thompson@otago.ac.nz](mailto:mal.thompson@otago.ac.nz)  
M: 021 1901 400

**Irene Andersen**

[irene.andersen@auckland.ac.nz](mailto:irene.andersen@auckland.ac.nz)  
M: 027 588 0442

## Regional Literacy Facilitators

Northern and Central North  
regions

Team Solutions, University of  
Auckland

**Irene Andersen**

[irene.andersen@auckland.ac.nz](mailto:irene.andersen@auckland.ac.nz)

**Siliva Gaugatao**

[s.gaugatao@auckland.ac.nz](mailto:s.gaugatao@auckland.ac.nz)

**Mary Libby**

[m.libby@auckland.ac.nz](mailto:m.libby@auckland.ac.nz)

**Alana Madgwick**

[a.madgwick@auckland.ac.nz](mailto:a.madgwick@auckland.ac.nz)

Central South region and  
Southern region

Te Tapuae o Rehua

**Denise Hitchcock**

[denise.hitchcock@otago.ac.nz](mailto:denise.hitchcock@otago.ac.nz)

**Mal Thompson**

[mal.thompson@otago.ac.nz](mailto:mal.thompson@otago.ac.nz)

**Ross Palmer**

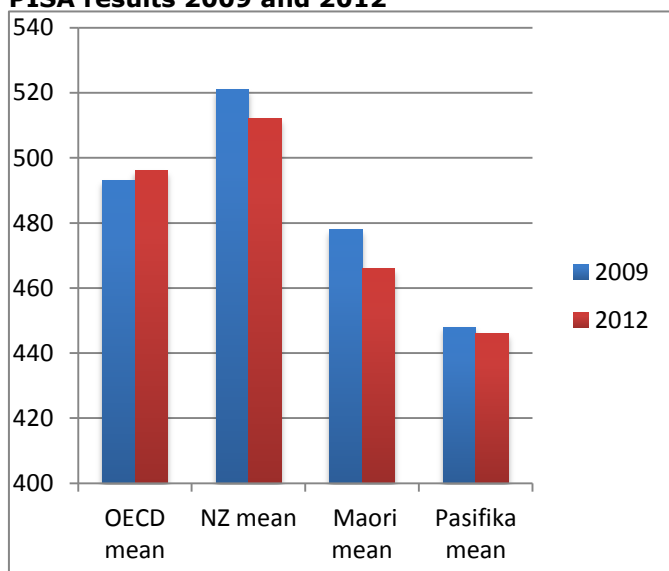
[ross.palmer@canterbury.ac.nz](mailto:ross.palmer@canterbury.ac.nz)

## PISA: The state of reading for 15 year olds

The [PISA 2012](#) survey had a major focus on mathematics, with reading, science and problem-solving as minor areas of assessment.

- More than 10% of NZ students (compared with 8% overall) are top performers in reading. These students can handle texts that are unfamiliar in either form or content and can conduct fine-grained analyses of texts.
- NZ has decreased in reading performance since 2009, but is still above the OECD mean.
- The average reading score for Māori has decreased since 2009. Over 25% of Māori students performed at the lowest level. 5% of Māori students performed at the highest level.
- The average reading score for Pasifika has remained static since 2009. Over 30% of Pasifika students performed at the lowest level. 4% of Pasifika students performed at the highest level.
- Both Māori and Pasifika students are performing, on average, below the OECD mean.
- Girls outperform boys in reading in almost all participating countries.
- Low performing boys also show low levels of engagement with school, and with reading.

**PISA results 2009 and 2012**



## Quality teaching

We know that quality teaching is a key influence on achieving high quality outcomes for students. The Teacher Professional Learning and Development Best Evidence Synthesis (2007) emphasises the place of teacher inquiry and the knowledge building cycle to promote valued student outcomes.

In 2014, how will you develop and extend your knowledge and experience of Teaching as Inquiry? You may wish to consider:

- Extending or refining the evidence that you collect and use within the inquiry cycle (e.g. student voice/community voice/cross-subject data/observations/achievement data).
- Closer examination of teacher professional learning needs in relation to inquiry, especially in regard to priority learners, and deepening teacher knowledge (e.g. using digital technologies, exploring teacher beliefs about practice, using relevant literacy research).
- Monitoring progress of the inquiry more often (e.g. as small steps are taken).

## NZQA's Best Practice Workshops

Literacy Unit Standards 26622, 26624, 26625

### Making Judgements Workshops

**Aim:** To increase teacher confidence when making assessment judgements for internally assessed standards.

**Processes:** To work with real samples of student work, and to engage in professional discussion with colleagues and the National Moderator about interpreting the standards.

### Workshops in 2014

These will be in Whangarei, Manakau, Hamilton, Palmerston North, Wellington, Nelson, Christchurch, Dunedin.

### Connecting with Contexts Workshops

These are new, generic workshops offered in 2014 for teachers who would like to develop their skills in modifying existing assessment resources to better meet the needs of their students while still ensuring authenticity.

For enrolment details, please contact NZQA at:

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

## NZQA Facebook page

NZQA now has a separate page for Literacy.

If you search for *Literacy NZQA* via Facebook, you can receive updates about internal assessments.

## e-learning and digital literacy

The NZC outlines a vision of young people who will be confident, capable, lifelong learners, able to effectively use a range of digital technologies.

### Digital technologies

Today this includes hardware and software, often used by students at school and at home (e.g. laptops, tablets, smartphones, game consoles); resources on the internet; digital recording devices (e.g. flipcams, smartpens, cameras, voice and video recorders); and software related to learning and recreation.

### Definitions of digital literacy

The Ministry of Education defines digital literacy as students' ability to navigate new technologies, having the skills needed for the modern world. "Digital literacy is the skills required to achieve digital competence, the confident and critical use of ICT for work, leisure, learning and communication." (DG Information Society and Media Group, 2008, p. 4; Hilding-Hamann, 2009).

The above definitions imply that we are working towards our students becoming capable and discerning users of technologies, able to access, evaluate and use digital technologies for a range of purposes.

### Implications for teachers

In the classroom, the technology should not distract from the purpose for learning; it should enhance learning.

Consider the intended outcomes for students, and how e-learning might support or develop those outcomes. Students need to know how to use technology for a specific task, and should be given time to learn how to use it to complete a task e.g. creating a wiki or shared learning space which includes exploring, uploading of images, inserting links and feeds (RSS).

It is also important for students to have opportunities to convey their understanding by using the available technologies, e.g. presenting using Powerpoint, Prezi, wikis, or using VoiceThread etc.

However, teachers need to know the features and limitations of any particular technology and link it to the purpose of the task. By exploring different applications and developing our expertise with the technology we can assist students and support the teaching and learning of the content.

So how would you rate your own e-learning skill and knowledge?

What are the aspects that you might work on in 2014, in order to develop students' digital literacy?

All the best for the year ahead.

Denise, Irene and Mal



## e-Learning Planning Framework revised

The e-Learning Planning Framework provides schools and teachers with a self-review tool to gather evidence about practice and provides a 'road map' for building e-learning capability.

The Framework was revised in January 2014. The key changes are:

- Re-ordering the order of dimensions to raise the focus on the importance of engagement with whānau and community.
- Inclusion of whānau and student engagement in several strands.
- "Pre-emerging" added as a phase throughout the frameworks.
- A new strand added in the Teaching dimension, "Digital literacy embedded in the curriculum".

## ECE Educate: Introduction to Digital Literacy



This site describes several key points about defining and developing digital literacy – relevant to all levels of learning.

## [Inquiry into 21st century learning environments and digital literacy](#)

Report of the Education and Science Committee.

Following this report, a taskforce group is charged with planning for the improvement of device access and the development of 21<sup>st</sup> century skills.