

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 2014

Welcome to our second newsletter for 2014. These newsletters are published early each term as part of our national coordination role.

Cynthia & Trish.

This newsletter contains information on:

- Ka Hikitia and effective teaching for Pasifika learners
- Analysis of English NCEA data
- Preparing students for scholarship
- Encouraging personal reading

## Ka Hikitia: Accelerating Success 2013-2017

The Ministry of Education has recently published resources to support schools and whanau to achieve outcomes for Māori learners in secondary schools:

- All Māori students have strong literacy, numeracy and language skills.
- All Māori students achieve at least NCEA Level 2 or an equivalent qualification.

The *Getting started with Ka Hikitia; Accelerating Success; Secondary Education* booklet has a section for teachers and leaders that is split into three parts:

- Things to think about and discuss
- Things to do in the short term
- Follow up actions.

This, and other Ka Hikitia resources, can be downloaded from [www.minedu.govt.nz/KaHikitia](http://www.minedu.govt.nz/KaHikitia)

Over the next few months **NZC Online** will feature a series of blogs that take a second look at Ka Hikitia. The [first blog](#) examined productive partnerships, one of the five guiding principles of *Ka Hikitia – Accelerating Success 2013-2017*.

The second blog, now featured, explores another guiding principle – [Māori potential approach](#). It considers what is meant by this principle, provides questions for leaders and kaiako to consider, includes inspirational school stories, and offers links to resources that promote high expectations and strong educational pathways for Māori students.

<http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/A-second-look-at-Ka-Hikitia-Accelerating-Success-2013-2017>

## Effective teaching of Pasifika learners

Michelle Johansson, the Pasifika facilitator for English/literacy/ESOL Online is presently highlighting key components of effective teaching for Pasifika learners. Her Pasifika Update 8 April highlights the first of these: *Know the learner*. She will unpack the others one by one in upcoming Updates. It is easy to subscribe to these online forums. (See side bar p.3)

## Free national workshops for English middle leaders

This year we will be offering one free national workshop. The focus is on identifying and developing the skills needed to be successful in English from Years 9 -12. (NCEA Level 2). Morning tea is provided.

These workshops have been completed in the Northern, Central North and Southern regions. Thanks to the more than 200 teachers who participated and shared their experiences and expertise.

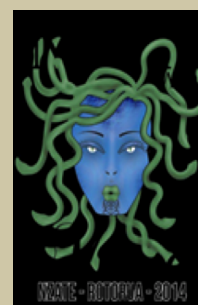
Workshops will take place in the following places this term:

### Central South workshops

Wellington: Friday 8 May

Palmerston North: Tuesday 13 May

New Plymouth: Thursday 15 May



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for the  
NZATE  
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<http://www.nzate.co.nz/>

## A snapshot of NCEA results

Level 1-3 national internal and external results over time						
		# of entries	% NA	% A	% M	% E
Internally Assessed Achievement Standards	<b>Level 1</b>					
	2011	203,493	23.9	43.6	21.5	11.0
	2012	208,369	22.4	43.1	22.0	12.5
	2013	214,422	20.0	42.7	23.3	14.0
	<b>Level 2</b>					
	2012	133,413	27.3	40.0	20.3	12.5
	2013	135,128	26.9	39.0	20.4	13.6
	<b>Level 3</b>					
	2013	61,379	22.5	34.0	23.6	19.9
Externally Assessed Achievement Standards	<b>Level 1</b>					
	2011	108,087	25.0	43.2	22.8	8.9
	2012	105,070	23.0	43.9	23.8	9.3
	2013	106,587	21.4	45.9	24.6	8.1
	<b>Level 2</b>					
	2012	80,165	28.8	41.6	22.1	7.5
	2013	79,337	25.1	43.5	22.7	8.7
	<b>Level 3</b>					
	2013	37,179	29.8	40.9	21.3	8.0

It is great to see that, with the exception of the external Excellence results for Level 1 in 2013, the Level 1 and 2 results continue to improve.

Looking closely at one standard at Level 2 (91101), which had the largest number of entries, we can see that results for some ethnic groups, particularly for boys, do not match the overall national pattern and are a cause for concern. The results for Māori and Pasifika boys are very similar to those in 2012. What can we do to improve the chances of success for those ethnic groups and particularly boys in those groups?

91101 Produce a selection of crafted and controlled writing (2013)						
Ethnicity	Gender	Total # results	% NA	% A	% M	% E
		40,083	<b>26.3</b>	<b>40.5</b>	<b>20.6</b>	<b>12.6</b>
NZ Māori		6,493	37.7	40.0	15.5	6.7
	F	3,524	33.7	39.6	18.5	8.3
	M	2,969	<b>42.5</b>	40.6	12.0	5.0
NZ European		23,337	20.3	40.3	23.9	15.6
	F	12,225	15.3	38.0	27.2	19.5
	M	11,112	25.7	42.8	20.3	11.2
Pasifika Peoples		3,967	45.1	39.1	11.6	4.2
	F	2,165	<b>41.9</b>	39.5	13.4	5.1
	M	1,802	<b>48.9</b>	38.7	9.3	3.1
Asian		5,339	24.5	43.0	19.2	13.3
	F	2,696	20.4	37.7	23.0	18.9
	M	2,643	28.8	48.4	15.2	7.6
Other/Unspecified Ethnicity		947	27.3	40.0	19.5	13.1
	F	484	22.7	35.5	24.2	17.6
	M	463	32.2	44.7	14.7	8.4

## What's new?

### NZQA's English subject page

### Moderator newsletter February 2014

Contents:

- Request for Clarification of a standard
- Best Practice Workshops
- Information literacy skills

Due Term 2

- newsletter (early term 2)
- new L1 clarifications
- updated L1 annotated exemplars

### 2014 assessment specifications for external standards

These are online under *resources for externally assessed standards*.

### 2014 Best Practice workshops

These are run by NZQA. Two different types will be offered by NZQA this year:

- *Connecting with Contexts*
- *Making judgements in English - Level 2 writing, and creating Level 2 and 3 visual texts*

### Changes to University Entrance

Information can be found in the NZQA Assessment Matters circular [17th April 2014](#) A2013/024.

### Vocational Pathways

In term 2 a number of workshop will be offered:

<http://youthguarantee.net.nz/home/-/workshop-calendar/>

Resources, quality assured by NZQA, have been developed for use with students working towards this award. There are several additional resources available for internal Level 1 and Level 2 English standards. Visit: [resources for internally assessed standards](#)

### Moderation practices - changes

*Assessment Matters A2014/003* gives details of how to make online moderation submissions.

*Assessment Matters A2014/004* explains that hard copies of moderation reports will no longer be sent to schools.

## Encouraging personal reading

In the English achievement objectives of the NZC the *Processes and Strategies* at all levels refer to students "select(ing) and read(ing) for enjoyment and personal fulfilment."

Personal/independent reading should not be seen as an experience isolated from the classroom and occurring in the solitariness of one's own bedroom. We need to foster and encourage it in our classrooms.

### Teaching as inquiry

At the start of the year teachers gain:

- Knowledge of students' literacy levels, languages and interests.
- Information about how students select texts (including online texts).
- Knowledge of students' reading habits i.e. what and how often they read.

### How do teachers create an environment which fosters interest and learning in personal reading?

- Share their enthusiasm. Model themselves as readers. If DEAR (drop everything and read) operates, encourage all teachers to make it a priority. Use local celebrities as reading 'models'.
- Talk about their own reading, and invite students to share their responses to the same or similar texts.
- Allow class time for personal reading and discussions.
- Display book covers, student responses and selected top reads, thereby valuing students' choices and opinions.

### How can teachers help students to select appropriate texts?

- Provide a wide range of texts – use National Library resources, mini-sets in classrooms.
- Ensure that students know how to access texts in school and local libraries – enlist the help of your librarians.
- Encourage students to select or borrow more than one text at a time.
- Familiarize students with online resources e.g. Goodreads, SLANZA text lists, Inside a Dog, Whichbook, Pinterest booklists, bookseer. Create a school wiki with lists and reviews.

### How can teachers help students to develop personal responses?

- Respect the different interpretations that students bring to texts by active listening and encouragement, thus validating the experiences, cultural knowledge and beliefs of the student.
- Enable students to discuss their reading in a supportive small group environment, rather than presenting their ideas to the whole class -mini-book club idea.
- Encourage students to talk and share before they write.

Research undertaken by the Institute of Education last year indicates that children who read for pleasure are likely to do significantly better than their peers at school. Results showed that those who read books, often at age 10 and more than once a week at age 16, gained higher results at age 16 in maths, vocabulary and spelling tests than those who read less regularly.

<http://www.ioe.ac.uk/89938.html>

## Useful links and resources

### English Online

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

### ESOL Online

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

### Secondary middle leaders website

Information, tools and resources to support secondary middle leaders  
[Secondary middle leaders](#)

### The senior secondary teaching and learning guide

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

### Te Kotahitanga on TKI

Listen to year 13 students reflecting on their learning.

<http://tekotahitanga.tki.org.nz/Videos/Interviews/Student-voices>

### Supporting Pasifika Learners 2013 Pasifika Education Plan

### Secondary Education Portal

Contains links to many key resources and websites. There is a separate section for middle leaders.  
<http://secondary.tki.org.nz/>

### Education Counts data

The 'Know Your Region' section has demographic, education and financial data available by regional council and territorial authority and [infographics](#) outlines the educational outcomes (from early childhood to senior secondary) for each locality.

### Secondary Focus updates in the Education Gazette

Pages for last two years at [TKI Curriculum resources](#)

### Down the Back of the Chair

[www.thechair.minedu.govt.nz](http://www.thechair.minedu.govt.nz)  
Phone 0800 660 662 to order copies of Ministry teaching resources.

### The teachers council

For details of the Registered Teacher Criteria.

**Educational Leaders** Term 1 E-newsletter now out. Articles on: student engagement; trusting relationships; effective PLD culture.  
<http://www.educationalleaders.govt.nz/>

## Preparing for scholarship

The Scholarship English examination is undoubtedly one of life's great mysteries - what exactly should one do in order to ensure success in this examination? Is there a formula? Is there a tried and true way to identify successful Scholarship students? In short, the answer is no. However, there are certainly activities and suggestions that students can do and follow that should prepare them for the examination and there are skills that students need to have in order to have a better chance of success.

### To set up a scholarship programme you may want to consider the following questions:

- How are students at your school selected to enter the Scholarship exam?
- What support is currently offered to these students?
- How do you structure the tutorials, or do you have a dedicated Scholarship class?
- How many successful students are there each year? Out of how many?
- Do you get exam papers back from past candidates?
- What experience do you have of teaching Scholarship? Do you feel comfortable marking it? Do you attend PD sessions on Scholarship?
- How often do you access the NZQA Scholarship website? Are you familiar with the papers?
- What level do you pitch your lessons at?

I had an open entry policy to Scholarship. I think that the more elite you make it, the more difficult the exam will be perceived to be, and this perception can be enough to put capable students off. This means that there may be 30 students sitting the exam, but in reality, only 5-10 of them are deemed 'suitable'. However, every year, there are students who are successful beyond your and their expectations- a willing student is to be encouraged. I use exemplars from their peers, or students I have taught, in order to show that it is possible. I pitch lessons at Scholarship/university level and encourage the students to speak as I do, think beyond what they are used to, improve their language and textual understanding. I attend all the PD I can - the NZATE English conference is always a good starting point.

### What do you teach during a Scholarship programme?

Design a programme that develops and explores themes across the year levels - an effective programme will be vertical as well as horizontal. Encourage students to make a list of their texts from other years, expand on the details of each text. Make a list of texts from other subjects; link these in as many ways as possible. Keep a diary of current events, link to the texts on the list. Teach literary theory, look at critics' views of texts and encourage students to formulate their own informed view of each text. Remember that discussion is key - the more the students talk to each other about texts, the better. Encourage the accurate use of terminology.

Teach grammar! Grammar basics, etymology of words, the history of English etc. The more students understand about how the English language operates, the easier it is for them to analyse unfamiliar texts.

Challenge yourself to do what the students do. Read what they recommend or want to explore. Argue and debate - defend a text. Allow students to tear it to pieces, as long as they can defend their opinions. Write essays, time yourself, allow students to mark/comment on your work. Not only will you be learning, but also you will be demonstrating an understanding of what you are expecting the students to do.  
By Yvette Krohn-Isherwood

*Yvette has had considerably recent success in the Scholarship exam - about 31 Scholarships in 6 years of teaching a Scholarship programme in 3 different schools. Last year, there were 8 English Scholarships, including 1 Outstanding, at the decile 5 co-educational provincial school at which she was HOD.*

## Contact Details

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Te Tapuae o Rehua welcomes Megan, who has recently been appointed English facilitator based in Christchurch.

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If you are receiving this newsletter in error please let us know. If you 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.