

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 3 2014

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

We were lucky to attend the NZATE conference, *Myth and Magic*, in the school holidays. Congratulations to the hard working team that organized the conference, to John Paul College for hosting it, and to the wonderful keynote speakers and workshop presenters who dispelled some myths, created others, and reminded us of the magic of literature and language. October's *English in Aotearoa* magazine will include some of the material from this conference.

Cynthia & Trish

This newsletter contains information on:

- Future focused learning report
- Senior secondary teaching and learning guide
- Some changes to the NCEA subject page
- Delving deeper into NCEA data.

## Future focused learning report

The 21<sup>st</sup> Century Learning Reference Group recently released a report entitled *Future focused learning in connected communities*. It suggests ten priorities for equipping learners with 21<sup>st</sup> century skills and digital competencies, and talks of the significant change needed in education. The writers of the report "recognise that technologies are not an end in themselves. There is a growing body of evidence that the thoughtful integration of digital technologies with effective teaching practices can significantly improve learning outcomes (Greaves et al., 2010). Poorly-implemented digital technologies make little difference to educational achievement (ASCD Educational Leadership website, Feb 2011)."

This report is intended to inform the government, but it is worth looking over the list of priorities and considering how schools are implementing these, as we move to an increasingly BYOD environment. One of the challenges is to ensure that all learners have access to personalised devices and future-focused learning opportunities. Equitable access is one of the topics discussed in this report which points out that "Digital technologies change the way students learn, the way teachers teach, and where and when learning takes place. Increasingly, mobile devices equip students to take charge of their own learning in a context where learning occurs anywhere, anytime, and with access to a wealth of content and interactive tools. Digital technologies can excite and engage educators, students, their whānau and communities in learning."

It is timely for English departments to inquire into how we are using digital technologies to enhance learning and ensuring that all students have equitable access to digital technologies.

Download [the report](#).

## Supporting our priority learners

### Supporting Māori learners

The *Getting started with Ka Hikitia; Accelerating Success; Secondary Education* booklet can be downloaded from [www.minedu.govt.nz/KaHikitia](http://www.minedu.govt.nz/KaHikitia)

The Ka Hikitia blog series on **NZC Online** focuses on the five guiding principles of *Ka Hikitia*.

### [Part two of the Ka Hikitia blog series](#)

looks at educational pathways. It explores the Māori potential approach and answers the question, "How can schools support Māori students to plan a clear pathway through education so that they can achieve their aspirations?"

### [Part three of the Ka Hikitia blog series](#)

is an interview with Wharehoka Wano, Kaihautū Māori at CORE, who shares his views about the strategy and offers practical advice.

### Supporting Pasifika Learners

The Ministry of Education has recently published *Teaching and Learning for Bilingual Pasifika Students in New Zealand*.

Extra copies can be obtained from Down the Back of the Chair or from MoE Customer Services Ph 0800 660662.

Also go to <http://pasifika.tki.org.nz/Effective-teaching> for links to quality resources, research, and other materials for teachers and school leaders.

[2013 Pasifika Education Plan](#)

# Senior secondary teaching and learning guide – the achievement objectives

Teachers often wonder about the specific steps in learning and understanding required as students move through Levels 6 – 8 of the English curriculum. The extract below from The Achievement Objectives section of the *Senior Teaching and Learning Guide for English* explains and exemplifies the progression.

## **Progression in English levels 6–8**

As students progress from levels 6–8, they engage with increasingly sophisticated ideas and texts, using increasingly sophisticated skills.

'Increasingly sophisticated' may mean that students:

- study more substantial and more complicated texts
- choose texts with more mature themes and concepts
- are more independent in their text choices
- use more of their own experiences, ideas, and perceptions to create texts
- make more connections within, across, and beyond texts
- understand more subtle connections within a range of contexts
- produce work that is longer, more intricate, more in-depth, and more crafted
- use processes and strategies with increased confidence and sophistication to create texts.

At each level, key words and phrases identify the expected progression; for example, under 'ideas', in the making meaning strand:

- at level 6, students will show a **developed** understanding
- at level 7, this understanding needs to be **discriminating**
- by level 8, this understanding needs to be **discriminating and insightful**.

A more extensive example of progression in the ideas aspect of the making meaning strand is also provided – [progression in ideas](#).

In the creating meaning strand, there are more of these key words. For example, in the relation to the ideas aspect of this strand:

- at level 6, students will communicate **connected** ideas
- at level 7, these ideas need to be **sustained**
- by level 8, these ideas need to be **sustained and insightful**.  
<http://seniorsecondary.tki.org.nz/English/Achievement-objectives>

The above extract from the guide indicates the need for students to be given opportunities to engage with increasingly sophisticated ideas and texts as they progress through senior English. In broad terms that might mean students studying young adult fiction at Level 1, adult fiction at Level 2 and literary fiction by Level 3.

It also means the wider reading required: the film reviews; the texts read when undertaking the information literacy and critical literacy standards; the 'notes'; and exemplars of writing in a range of forms need to become increasingly more challenging. For example, a film review read at Level 1 would not be as cognitively demanding as one read at Level 3.

While it might be possible for a Level 3 student to critically respond to a seemingly straightforward text such as a fairytale it is improbable that the majority will be able to do so. If, however, the text itself has a level of sophistication because of themes and vocabulary it will help to support the majority of students to engage cognitively at the appropriate level.

## What's new?

NZQA's [English subject page](#)

### **Moderator newsletter May 2014**

Contents:

- Exemplars and clarifications documents
- Use of texts for Connections standards
- Use of texts for Information Literacy Skills standards

### **Clarification documents for Level 1 have been updated**

Due later this year:

- newsletter (early term 3)
- some new L2 clarifications
- updated L1 annotated exemplars

**Exemplar examination scripts** will be updated early Term 3.

NZQA's [English for Academic Purposes page](#)

**Clarification documents** for US 22750 and 22551 are now available.

**Annotated exemplars** for these two standards will be online shortly.

### **2014 Best Practice workshops**

These are run by NZQA. The focus is on *Making judgements in English* - Level 2 writing, and creating Level 2 and 3 visual texts  
[Best practice workshops](#)

### **Changes to University Entrance**

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

### **May 2014 ERO report. [Towards equitable outcomes in secondary schools-good practice May 2014](#)**

This report presents examples of good practice in student engagement and achievement. The examples come from a sample of secondary schools, rated decile 5 or below with rolls of 200 students or more, who had better outcomes for students than other similar schools.

# NCEA subject page – why the changes?

## Clarifications

The Level 1 clarification documents have been updated. Moderators have now seen a significant body of work for the aligned Level 1 standards, and the latest clarifications address issues that have arisen from this moderation. If there have been few issues (e.g AS 90053- Produce formal writing), the documents are brief. Where a number of issues have surfaced in the moderation process (e.g. AS 90853) the documents are more comprehensive.

Make sure that you read these latest versions. You will notice that clarifications updated in the last year have the date at the top. Updated clarifications for all levels will be published as needed. If you find any of the present Level 2 or 3 ones (the undated ones) particularly useful, you may want to download them before they are withdrawn.

## Annotated exemplars

These are intended to assist assessors to make judgements. They are not intended to serve as exemplars for students. The focus is on illustrating where the grade boundaries lie, and the commentaries describe the skills required to meet the standard at a particular level. The excerpts provided exemplify key skills which students need to demonstrate across their work. You will notice that recent commentaries are more streamlined than the originals.

Exemplars for students should be generated from your own student work and from your own contexts.

## Information literacy v connections standards

The [latest moderator newsletter](#) draws attention to the different texts students might use when working towards these standards. Both these standards require students to do some independent reading but the types of texts read reflect the different intent of these standards. The work for both standards could arise from the study of a single text e.g. "Othello". Students working towards AS 91749 could use critics, such as Leavis and Granville-Barker, to inform their understanding of Othello as a tragic hero, while students working towards AS 91478 might look at the role of the tragic hero across 4 of Shakespeare's tragedies by studying the plays. See our Term 2, 2013 newsletter for further information on AS 91749. [Archived newsletters](#)

## Some reminders

### Task v. standard

When writing or adapting a task, teachers must consider the standard (intent, criteria, explanatory notes) and the conditions of assessment. The tasks on TKI provide a useful starting point, but some of these contain requirements that are not part of the standard. For example, *Through their eyes* (AS 91480) states that "two separate film excerpts need to be chosen for this activity. The excerpts need to be from two different films by the same director." The writers of the task probably felt that students would have increased chances of developing a critical response if they compared two films, but this is not required by the standard. Students must, however, produce evidence that they have responded critically to an **independent close reading** of the film using appropriate film technology. The intent of this standard is not the same as AS 91473-*Respond critically to **specified aspects** of **studied** visual and oral texts.*

## 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](#)

### Secondary Education Portal

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

### Secondary Literacy online

<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy> and subject specific resources <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Teacher-Resource-Exchange/Secondary-Literacy>

### Success for All

<http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-June-2010/>

<http://www.ero.govt.nz/Review-Process/National-Evaluation-Topics>

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx>

### 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 2 E-newsletter now out - articles on: modern learning environments, school experiences of Māori learners, engaging in courageous conversations.  
<http://www.educationalleaders.govt.nz/>

## Priority learner success in NCEA L.2 internals

The national achievement data is a rich source of information about our subject. A close look at the 2013 Level 2 internal results raises questions.

Whole Cohort	Total Entries	Whole Cohort	Pass rate %
91101 Writing Folio	37894	Construct an Oral Text	74.5
91104 Connections	25393	Writing Folio	73.3
91102 Construct an Oral Text	21785	Connections	73.2
91106 Personal Reading	18340	Personal Reading	71.6
91107 Close Viewing	10261	Close Viewing	70.3
91103 Create a Visual Text	6777	Information Literacy	68.8
91105 Information Literacy	4209	Create a Visual Text	68.1

These results show an intriguing correlation between achievement and total number of entries. The three most popular internals have the highest pass rates. Similarly, the three standards with the smallest number of entries also proved the least successful for students. Why is there a link between achievement and numbers of entries? Perhaps teachers are not getting the same opportunities to discuss, share and collaborate around the less popular standards? Which groups of students need more support?

More intriguing is that the correlation between entries and pass rates disappears when viewing Māori and Pasifika students' results.

Māori	Total Entries	Māori	Pass rate %
91101 Writing Folio	6531	Close Viewing	64.7
91106 Personal Reading	3856	Construct an Oral Text	63.2
91104 Connections	3603	Connections	62.6
91102 Construct an Oral Text	3091	Writing Folio	62.4
91107 Close Viewing	2742	Create a Visual Text	60.5
91103 Create a Visual Text	1896	Information Literacy	60.4
91105 Information Literacy	1568	Personal Reading	59.0

Why is there such a low success rate for personal reading for Māori students given the large number of entries? Is the way we are working with these standards suitably supportive and culturally responsive?

Pasifika	Total Entries	Pasifika	Pass rate %
91101 Writing Folio	3983	Close Viewing	64.0
91106 Personal Reading	2721	Construct an Oral Text	60.9
91104 Connections	2347	Information Literacy	60.5
91102 Construct an Oral Text	2176	Connections	57.3
91107 Close Viewing	1451	Create a Visual Text	57.3
91103 Create a Visual Text	1024	Writing Folio	55.1
91105 Information Literacy	841	Personal Reading	54.5

For Pasifika students, the two most popular internal standards are the least successful, while the standard with the best pass rate has only a fraction of the entries of the Writing Folio. Are we supporting Pasifika students to develop their skills in tasks and contexts of interest to them?

As we analyse our own data we need to consider:

- How are our priority learners doing
- What sort of English courses are they accessing
- Who decides what these courses look like and what has informed the decisions.

Megan Taylor

*Megan is currently on leave as HoD English at Lincoln High School.*

## Contact Details

### National Coordinators

#### Trish Holden

National Coordinator English  
UC Education *Plus*/Matauranga Nui Ake  
University of Canterbury/Te Whare Wananga o Waitaha  
Te Tapuae o Rehua  
T: 03 3670 756  
M: 027 273 7035  
E: [trish.holden@canterbury.ac.nz](mailto:trish.holden@canterbury.ac.nz)

#### Cynthia Orr

National Coordinator English  
Team Solutions  
Faculty of Education  
University of Auckland  
M: 027 550 4133  
F: 09 623 8881 ext.48182  
E: [c.orr@auckland.ac.nz](mailto:c.orr@auckland.ac.nz)

### Regional Facilitators

Northern region

#### Cynthia Orr

[c.orr@auckland.ac.nz](mailto:c.orr@auckland.ac.nz)

Central North region

#### Yvette Krohn-Isherwood

[y.krohn-isherwood@auckland.ac.nz](mailto:y.krohn-isherwood@auckland.ac.nz)

Central South region

#### Nigel Mitchell

[nigel.mitchell@otago.ac.nz](mailto:nigel.mitchell@otago.ac.nz)

Canterbury region

#### Megan Taylor

[megan.taylor@canterbury.ac.nz](mailto:megan.taylor@canterbury.ac.nz)

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

#### Trish Holden

[trish.holden@canterbury.ac.nz](mailto:trish.holden@canterbury.ac.nz)

Southern region

#### Mal Thompson

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

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.