

Secondary Student Achievement PLD

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National Newsletter: Learning Languages

Information and resources for middle leaders in secondary schools | Term 2 2016

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 term two! The thread of digital assessment which began last term with the start of the SSA national workshops continues with the NZALT conference in Nelson in July, where digital technology sits behind the conference theme of "Waves of Change".

The focus areas for this newsletter

- PLD 2016 - national workshops in Northern and Central North regions; and inquiry clusters.
- NZALT conference, 10-13 July.
- Assessment reports for the external achievement standards.
- Digital assessment: pilots and trials for Level 1 French, Spanish, Samoan and Te Reo Rangatira achievement standards.
- Verified Languages NZQA/Ministry of Education workshops.
- Five key recommendations to strengthening language learning in New Zealand - draft document.

I hope the term goes well and look forward to meeting many of you at the NZALT conference here in Nelson next holidays!

Ngā mihi
Jeni

Term 2 professional learning and development

The Secondary Student Achievement (SSA) national workshops for Learning Languages have already been held in the Central South and Southern regions. The details for the workshops in Northern and Central North regions are on page 2. These are Ministry funded and there are no registration costs for participants. More information is available on the TKI Secondary Middle Leader portal:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

The use of digital tools in a Learning Languages classroom is a focus in the national workshop programme. This fits in with the upcoming pilot and trial of the external NCEA Level 1 Achievement Standards for French, Samoan and Spanish.

Our inquiry clusters are now up and running in a number of centres. The focus of these clusters is on Level 1 and 2 priority learners and uses a teaching as inquiry model to look at improving outcomes for these learners across languages and schools. Please contact Jeni or Belinda for further details if you wish to participate in an Inquiry Cluster. (Contact details opposite.)

The [Learning Languages wiki](#) has further resources, professional readings and shared teacher ideas. We welcome material that you would like to share with other teachers and can be added to the wiki.

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NZALT Conference, Nelson



10-13 July – Waves of Change

The New Zealand Language Teachers' Conference will be held 10-13 July at Nelson College for Girls.

Keynote Speakers: Rachel Hawkes, Professor Hayo Reinders and Associate Professor Steve Thorne.

Early bird registration: \$395 (until 1 June for NZALT members). Details: <http://www.nzalt.org.nz/conference/>

NZALT Conference, Nelson, 10-13 July Waves of Change



The theme of the NZALT Conference for 2016 is "Waves of Change". The focus is on "What is 21st century language learning? How will we flip our thinking?" These are the central questions framing the 2016 NZALT Conference, with an overarching theme of Information Communication Learning Technology (ICLT) and its use in the classroom framing the three days.

The conference website <http://www.eenz.com/nzalt16/> contains information about registration, accommodation, and subject specific dinners. A draft programme will be available in early May. The committee is very excited about the number of submissions received. There will be presentations, workshops and World Café sessions on a large array of topics and across all languages. As well, there will be sessions with presenters from Microsoft 365 and Google.

Language Immersion days will be held on Sunday 10 July, prior to the Conference opening, in French, German and Japanese to date. Please contact your National Language Advisor for further details about these.

Early bird registrations end on 1 June, but please be aware that some of the cheaper accommodation options have already sold out. The Nelson Committee is looking forward to welcoming you to sunny Nelson and all that it has to offer!

We are looking forward to welcoming our three keynote speakers:

Associate Professor Steve Thorne



Steve Thorne is Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen in The Netherlands. He is interested in human interactivity in technology-culture contexts, and is currently working on a variety of

internationally distributed projects that examine mobile media and place-based learning, and technology use within and outside of formal educational settings. Steve has published his work in journals such as *Language Learning and Technology*, *CALICO Journal*, *Language Teaching*, *Brain and Cognition*, *ReCALL Journal*, and *Intelligence*, among other venues. His book length works include a co-edited book, *Internet-mediated Intercultural Foreign Language Education* (Thomson/Heinle, 2006).

Rachel Hawkes



Rachel Hawkes is Director of International Education and Research for Comberton Academy Trust (Cambridge, UK) and works across the four secondary schools in the Trust, leading on languages, international education and research. A SLE (Specialist Leader of Education) for languages, she is also Languages Advisor for TES Resources and a former President of the Association for Language Learning.

Working from the belief that the best ideas and resources are developed in collaboration, in an ongoing cycle of invention, development, experiment and reflection, her website contains resources, ideas and strategies for promoting, teaching and learning languages.

What's new?

Free national workshops

Our overarching theme is "Integrating student driven learning in a Learning Languages classroom." Morning tea is provided, BYO lunch. Details follow.

Central South and Southern regions

The National workshops were held in term one in these regions. There are Inquiry Clusters in the following centres: **Nelson, Wellington and the Hutt Valley, Timaru, Christchurch.** Please contact Jeni Lemberg if you are interested in joining one of these inquiry clusters.

Northern and Central North regions

National workshops will be held in the following areas in term 2:
Auckland: Tuesday 24 May
Whangarei: Thursday 26 May
Hamilton: Tuesday 31 May
Rotorua: Wednesday 1 June
Napier: Thursday 9 June

Further details and enrolment links are on the following website:
[Learning Languages workshops Northern and Central North](#)

These will also be posted to schools.

Useful links

Access to your subject page
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>
 Learning Languages assessment
<http://learning-languages.tki.org.nz/Assessment>
 National events and the NZC
<http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC>
 Language Immersion Awards
<http://www.afs.org.nz/educators/lia/>

She is aware that, in many schools, languages need to be promoted to ensure students are aware of how important, interesting, relevant and exciting they are. This has led her to undertake a series of 'Raising the Profile' projects, many of which have been taken up across primary and secondary schools in the UK. Her PhD at the University of Cambridge, completed in 2012, is entitled "Learning to talk and talking to learn: how spontaneous teacher-learner interaction in the secondary foreign languages classroom provides greater opportunities for L2 learning".

Professor Hayo Reinders



Hayo Reinders is Professor of Education at Unitec and Dean of the Graduate School at Anaheim University in the US. He is a passionate believer in the power of out-of-class learning, innovation in education, and the role of technology, and excited about the potential of technology as an agent of change in the way education is delivered.

Among hundreds of publications in these fields, he is the author or co-author of key texts such as *Task-Based Language Teaching and Technology* (2010) and *Digital Games in Language Learning and Teaching* (2012), and co-editor of collections such as *Contemporary Computer-Assisted Language Learning* (2014) and 'Digital Language Learning and Teaching: Critical and primary sources' (forthcoming). He is also founding editor of the journal *Innovation in Language Learning and Teaching*.

Trials and pilots for the external achievement standards in 2016

There will be trials this year for the Level 1 Samoan and Spanish external examinations. These will be available at two times: 12-23 September and 10-21 October. These trials are practice examinations and do not count towards a student's NCEA. If you are interested in taking part in this trial, please check the technical specifications required first. [Technical requirements for 2016 trials in Samoan and Spanish](#).

A trial exam was run last year for French Level 1. Feedback from this trial is available in the [Summary Report](#). A pilot examination will now be run for Level 1 French in 2016. Involvement in the pilot examination will be voluntary, and those students who opt in will sit a digital examination rather than the paper examination. However the paper examination will be available as a back-up. The pilot examinations will be held on the same dates and times as the paper-based examinations and students will be able to gain NCEA credits.

2015 Assessment Reports

The 2015 Assessment Reports will shortly be available on the language specific [subject pages](#). These Assessment Reports are written by the Examiners for the external Achievement Standards and give full details, not only about how the students have performed in the examinations but also guidance for teachers in preparing their students for the 2016 external examinations.

Resources for externally assessed standards			
Assessment Specifications	Level 1	Level 2	Level 3
Examination papers and exemplars	Level 1	Level 2	Level 3
Assessment Schedules	Level 1	Level 2	Level 3
Cut Scores	Level 1	Level 2	Level 3
Assessment Reports	Level 1	Level 2	Level 3

The following comments are particularly important when working with students around the difference between Merit and Excellence:
Candidates need to select relevant information from the texts and look for nuances to justify their responses.

However it seems that higher level candidates are either:

1. *Translating word for word, thus demonstrating translation skills and ignoring the need to listen or read for nuance; or;*

Upcoming dates

NZ Sign Language Week

May 9 – 15

Vaiaso o le Gagana Samoa

May 22 - 28

Te Wiki o te Reo Māori

July 25 - 31

Cook Islands Language Week

Aug 1 – 7

International Languages Week

Aug 15 -19

Uike Kātoanga'ī 'o e Lea Faka-Tonga

Aug 28 – Sept 3

New Zealand Chinese Language Week

Sept 12-18

See <http://nzclw.com/>

Tuvalu Language Week: Sept 25

– Oct 1

Vagahau Niue Language Week

October 12 – 18

Gagana Tokelau Language Week

Oct 24 – 30

Fotu o Mālama – Samoan Language Teachers' Association

It aims to continuing to improve the teaching and learning of Samoan language and culture in secondary schools as well as preparing students to transition into tertiary study and/or employment. It aims to develop educational leadership capabilities of teachers of Samoan language to seek promotions, leadership roles or pursue further study. For more information, please see

<http://www.samoatimes.co.nz/tatala-sosaiete-o-le-fotu-o-malama-i-aukilani/>

Contact Secretary Lemoa Henry, S. Fesulua'ī

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2. *Finding the nuance but failing to justify the implied meaning by selecting specific details from the text.*

Candidates must select relevant information from the text to justify their explanation or viewpoint. A candidate who answered in their own words, but did not then back up their answer by selecting relevant information from the text to show thorough understanding, will not achieve Excellence. Translation of selected text which is used as justification for the answer is precisely what Excellence answers look like. If students just answer the question in their own words, without providing specific evidence from the text, they do not show that they have really understood the nuance of the language. Higher level candidates were able to explain, differentiate and summarise meaning in their own words rather than simply translating the text word for word.

Language teachers need to be congratulated on their very high rates of achievement, as the following statistics in French demonstrate:

In 2015 Level 1 90878- 24.3% E, 33.7% M, 27.9% A, 14.1 NA

In 2015 Level 1 90881 - 12.9% E, 29.5 M, 37.6 A, 20.1 NA

By contrast:

Level 1 English 90849 - 10.1% E, 24.6% M

Level 1 English 90850 - 9.75% E, 23.8% M

Level 1 English 90851 - 6.97% E, 24.1% M

Level 1 Mathematics 91028 - 11.6% E, 28.5% M

Level 1 Mathematics 91031 - 8.91% E, 27.9% M

Level 1 Mathematics 91037 - 5.99% E, 32.8% M

As HODs/TICs, many of you will have been writing your board reports and accessing these statistics. It is important to not just view your students' results in comparison with the national statistics for your subject, but also their results in languages standards compared to their other subjects.

We also need to look at how we are teaching our students the skills of learning to read and listen in another language. Have a look at the following activities at [ESOL-teaching-strategies/Reading](http://www.esol.org.nz/ESOL-teaching-strategies/Reading). The Jigsaw reading activity is one which we can use in language classrooms. Here is one example from a te reo Māori classroom:

<http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Examples-of-second-language-learning-tasks/Combining-tasks/Jigsaw-reading-listening>

Verified Languages: Lea-Faka Tonga, Cook Islands Māori and Korean

Excellent workshops were held at the end of term 1 in Auckland and Christchurch about preparation for the process for verified languages in 2016. One of the highlights for this year's external assessments is the collaboration between the Auckland-based Tolutoluha cluster and teachers/facilitators in the South Island for the external Lea-Faka Tonga standards. Collaboration is also happening for Korean as well with a possible cluster in Dunedin and Auckland. If you would like further information, please contact Gill McLean at gill.mclean@nzqa.govt.nz or your SSA team of Jeni, Siliva and Belinda (contact details on page 1).

Five key recommendations to strengthening language learning in New Zealand

A draft document arising from the Auckland Languages Strategy initiative was presented to Hekia Parata, Minister for Education, in March. This makes exciting reading for us all. Here is the link to the document <http://www.nzalt.org.nz/wp-content/uploads/2016/03/Five-key-recommendations-Draft-for-Consultation.pdf>

Feedback to jjohnstone@asianz.org.nz, and cc to president@nzalt.org.nz by 1 May.

Language associations



NZ Association of Language Teachers

There are new links and information on the website <http://www.nzalt.org.nz/>



NZ Chinese Language Teachers Association

<http://www.nzclta.org/>
<http://groups.yahoo.com/neo/groups/nzclta/info>



NZAJLT NZ Association of Japanese Language Teacher

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STANZA The Spanish Teachers' Association of New Zealand Aotearoa

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GANZ German in Aotearoa New Zealand

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NZAFIT New Zealand Association of French Teachers

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FAGASA, National Association of Samoan Language Teachers in NZ

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The Hindi Language and Culture Trust of New Zealand

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