

# Secondary Student Achievement PLD

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## National Newsletter: Secondary Literacy

Information and resources for middle leaders in secondary schools | Term 3 2016

Greetings to you all, Kia ora, Kia orana, Faka'alofa lahi atu, Mālō e lelei, Tālofa lava, Taloha ni. This edition includes literacy inquiry clusters, Teaching as Inquiry, literacy in the context of health and physical education, an article summary about opportunities to learn, and we briefly introduce the Learning Progressions Framework and proposed benchmarks for years 9 and 10.

*Denise, Irene and Mal.*



### Literacy inquiry clusters

Literacy Inquiry Clusters have been a significant part of the Secondary Student Achievement Contract, supported and led by literacy facilitators. In these clusters, literacy leaders/teachers have undertaken a literacy-focused inquiry, based on an analysis of the needs of a focus group of students.

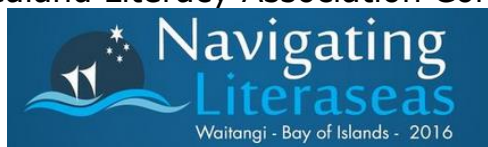
They have extended their knowledge of literacy practice through specific evidence-based readings and, most importantly, they have had the opportunity to meet regularly to share and discuss practice. The inquiry clusters are focused on improving student achievement outcomes, particularly in the senior school. They have supported literacy leaders to strengthen their understanding of Teaching as Inquiry.

Some of the inquiries that have been undertaken include:

- Developing vocabulary use in technology
- Developing writing in Year 11 English
- Reading for meaning in Year 11 history
- Writing in senior history
- Writing in junior/senior English
- Pasifika achievement in level 2 writing

Literacy leaders have said that they really value the opportunity to meet with other teachers who have the same or similar literacy roles. In some cases there have been lengthy discussions held about how literacy leaders are working to support other teachers across learning areas.

### New Zealand Literacy Association Conference



<http://www.nzla.org.nz/>

25-28 September 2016  
Waitangi

### Teaching as Inquiry

**TKI: NZ Curriculum Online**

<http://nzcurriculum.tki.org.nz/Teaching-as-inquiry>

This Teaching as Inquiry section is a fundamental part of ensuring success for all the students in your class. Here you will find ideas, resources, and tools to support your inquiry journey, as well as school stories to help provide inspiration and promote discussion.

**Education Gazette article: Teaching as Inquiry – a refresher**

<http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9249>

To inquire effectively, we have to be open-minded, persistent, self-critical, reflective, and empathetic to the positions of others; we have to allow ourselves to be uncertain, to stand back and examine our own practice, and then use what we find as a basis for change. When it becomes obvious, through observation, assessment data, or a hunch, that what we are already doing does not equal progress for our learners, we need to ask ourselves three reflective questions:

**Why?** Why, if we are using sound pedagogical practice, are some of our students still floundering?

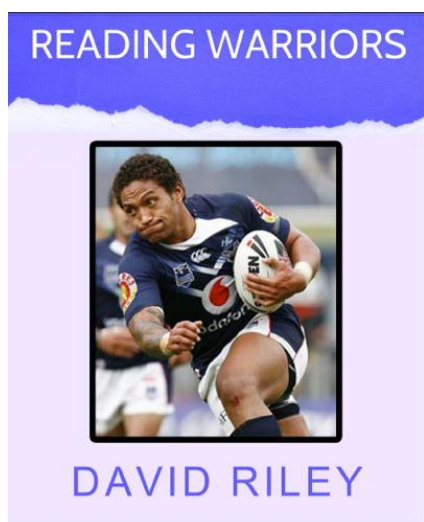
**What?** What impact is what we're doing (or not doing) having on the students in our classrooms?

**How?** How can we change what we do in ways that truly support learning outcomes?

## Literacy within health and physical education

<https://www.nzpeteacher.com/gallery/nz-pe-teachercast-episodes/>

In this video Carl, a Wellington based head of physical education, talks about literacy in the context of PE, emphasizing that this is an academic subject and that teachers of PE 'touch on literacy almost every day'. Carl says that it may not be as explicit as in English, but literacy is part of regular practice. Carl shares an example of students engaged in an activity called 'active scrabble' to build language skills in context.



**Using sporting contexts to encourage students to read**  
*'One of the best things I like about teaching, is finding ways to encourage young people who don't have a strong English literacy background. I was lucky to have been brought up with books and reading, but I know that many young people have not had that kind of upbringing for different reasons. I love to write material that will show them that reading can be interesting, fun and inspiring. I also want them to know that they can become good readers. Sometimes, especially with boys, it's just a matter of finding something "cool" to read to get them started.'* (David Riley, 2013)

Recently David Riley, a teacher at Tangaroa College, spoke to literacy leaders and teachers in Dunedin about his desire to help students with their literacy. He writes books and develops teaching materials for teachers too. Underlying his writing is a desire to inspire students with positive role models and high achievers, and encourage them to see reading and writing as vital tools. In particular, he uses sport as contexts for students to engage them. It's also his desire to help them learn more about their cultures.

Did you know that high profile sportsmen, such as the All Blacks and Warriors, have to read contracts, coaches' game reports and game plans? They also write notes during meetings and record the game plan and write goals for themselves. They have to listen carefully during team meetings and summarise the main points! They are encouraged to ask questions when they are not sure what to do and their digital skills are enhanced as they review games and study game situations in an effort to improve their play. Isn't this what we want our students to do?

David has developed many texts with sporting contexts to engage students' interest in reading and to see the relevance in today's world. For a student who wants to be a better rugby player, good literacy skills are seen as vital for this to happen.

A wealth of material can be accessed through [readingwarrior.com](http://readingwarrior.com) and you can find information on texts that could be useful in your reading programme.

To find out more also about the workbooks 'Reading with the All Blacks' click here:

<https://readingwarrior.com/author/davidrileynz/>

## Sport in Education Project (2012-2015)

<http://www.sportnz.org.nz/managing-sport/search-for-a-resource/programmes-and-projects/sport-in-education-project->

The Sport in Education (SiE) project contributed to improved academic, social and sporting outcomes for schools and their students by using sport as a context for learning and student engagement.

An example on the Sport in Education website from Aotea College includes a focus on improving literacy and numeracy outcomes for year 11 students.

## Secondary Literacy Online: Health and Physical Education

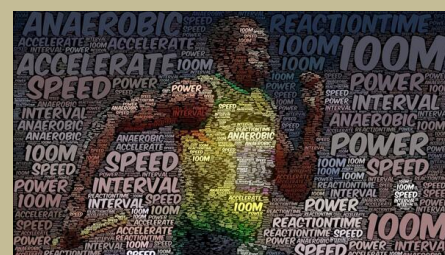
<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy/Teacher-needs/Literacy-in-the-learning-areas/Literacy-in-Health-and-Physical-Education>

## Level 6 and 7 learning programme design snapshots

<http://seniorsecondary.tki.org.nz/Health-and-physical-education/Learning-programme-design/Level-6-and-7-snapshots>

## PE resource bank

<https://twitter.com/PEResourcesBank>



## Article summary: 'Opportunity to learn about disciplinary literacy in senior secondary English classrooms in New Zealand'

Wilson A., Madjar I., & McNaughton S. (2016): *The Curriculum Journal*

*This article was discussed earlier in the year at our national workshops.*

'Opportunity to learn' is defined as the students' exposure to subject content in school. Exposure means time allocated for learning and the effectiveness of student engagement in the learning.

The context of this study was reading in the subject of English. English was chosen because it is the most commonly taught subject in NZ secondary schools. However, the findings will be of interest to other learning areas.

There were two research questions:

- What opportunities do Māori and Pasifika students in predominantly low socio-economic status (SES) schools have to participate in and gain qualifications related to disciplinary reading in English?
- What opportunities do Māori and Pasifika students have in predominantly low SES schools to develop disciplinary reading in English classrooms?

Decile 1 or 2 schools were designated as low SES, decile 3 or 4 schools as medium SES and decile 5+ as high SES. A total of 34 schools participated in the research.

The focus of the research was 2 external NCEA English standards: Read and analyse a studied written text, and read and analyse unseen texts. Both standards are academically challenging.

### Findings

Participation rates in these two standards were lower in the lowest SES schools than the medium or high SES schools. Participation rates were lower for Māori and Pasifika than for NZ European students. When Māori and Pasifika students did gain access to these standards, their pass rates were similar to national means.

Classroom observations showed that students in low SES schools had similar opportunities in terms of time to read written texts as students in medium or high SES schools. However, students in low SES schools were more likely to read texts that were shorter than 50 words in length. Texts tended to be photocopied materials, whiteboard or data-projected materials. These students had fewer opportunities to read longer texts, texts provided in their original form, texts sourced from published print texts and texts written for adults, rather than young people.

Teachers in higher SES schools initiated more discussions and one-to-one conferencing than did teachers in medium and low SES schools. Teachers in high and medium SES schools devoted more time to developing students' literacy skills than did teachers in low SES schools.

The full article can be found in:

*The Curriculum Journal*, Vol 27, Issue 2, 2016 (access restrictions apply).

## Contacts

### National Co-ordination Team

#### Denise Hitchcock

Regional Facilitator for Central South and Southern regions  
Education Support Services  
University of Otago  
Mau ki te Ako  
M: 021 912 947  
[denise.hitchcock@otago.ac.nz](mailto:denise.hitchcock@otago.ac.nz)

#### Irene Andersen

Regional Facilitator for Central North and Northern regions  
Team Solutions  
University of Auckland  
M: 027 588 0442  
[irene.andersen@auckland.ac.nz](mailto:irene.andersen@auckland.ac.nz)

#### Mal Thompson

Regional Facilitator for Central South and Southern regions  
Education Support Services  
University of Otago  
Mau ki te Ako  
M: 021 1901 400  
[mal.thompson@otago.ac.nz](mailto:mal.thompson@otago.ac.nz)

## Regional Facilitator

#### Carina Brits

Northern and Central North region  
Team Solutions  
University of Auckland  
[c.brits@auckland.ac.nz](mailto:c.brits@auckland.ac.nz)

E-newsletters for literacy and all learning areas are available via  
[Secondary E-Newsletters](#)

# Literacy in Years 9 and 10

## The Learning Progression Framework

The Ministry of Education's Learning Progressions Framework has been released on the app store:  
<https://itunes.apple.com/us/app/id1119345804>

### Background

The Ministry of Education has developed the learning progressions frameworks with the goal of strengthening the literacy and numeracy of students in Years 9 and 10. The frameworks illustrate the significant steps that learners take as they develop their expertise in reading, writing, and mathematics from Years 1 to 10. Teachers in Year 9 and 10 can use the frameworks to identify students' reading, writing, and mathematics knowledge, skills, and attitudes. Teachers can also use the frameworks to plan programmes that provide learning opportunities which will enable them to succeed at secondary school and beyond. The frameworks will also be used to indicate the position of the literacy and numeracy benchmarks.

### What has been developed?

The Ministry has developed literacy and numeracy benchmarks. The benchmarks describe the literacy and numeracy competencies students need in order to be successful in senior secondary and beyond. They include a statement outlining the reading, writing, and mathematics competencies required, and several exemplars of student work in each area. The benchmarks are illustrated using texts, tasks and problems from the learning areas of the New Zealand Curriculum. The benchmarks will be hosted online.

The image below is indicative of how they may be presented.

