

# Secondary English newsletter –National coordinators

Welcome to our latest newsletter. It is actually the third we have published, but the first was very much an introductory one. Last term we ran workshops in several venues across the country and supported some cluster groupings in a variety of places. This term Team Solutions welcomes Tania Linley-Richardson as a full time English Facilitator until the end of the year. Tania will be working in the Northern Region.

## Workshops

These will continue this term and the focus will be on the aligned level 3 standards. You should have received details about these from your local facilitator.

If you have not done so, make contact. [Details are at the bottom of this newsletter]

There is now a dedicated hub on TKI, which contains information for schools about all Professional Learning and Development. Information about workshops and clusters will also be kept up to date on this space:

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

## Some post conference reflections

Dunedin hosted a very successful NZATE conference in the holidays - Words to Burn –Ideas to Ignite. We had a piper to welcome us each morning, a wonderful haggis ceremony at the dinner, and plenty of words and ideas to light our fires. A big thanks to the wonderful committee who made it all possible.

For me the highlights were listening to Rosemary McLeod's sometimes irreverent and entertaining account of the influences on her life, somehow more delicious because they were delivered in the school chapel. I attended a number of workshops delivered by people passionate about their subject and their students. There is obviously an increasing number of schools embracing the digital era to improve access to learning for their students, and the Tamaki College presentation was proof that you do not need to be a high decile school to be able to do this. Many presenters explored ways to engage diverse students in learning so that they do not have to leave their own experiences at the classroom door. Jane Dewar in her workshop referred to the need to expose students to a rich variety of texts that are **relevant, stimulating, fun and accessible**. I came away from the conference feeling that I had been exposed to 'texts' that were just that. The key concepts of identity, communication, story and meaning were very evident.

Trish Holden.

Owen Marshall's keynote address on 'the true reader' was both witty and pertinent to us as readers and as teachers of English. He explored the relationship between reader and text and left us with this maxim: "Read in order to live." Workshop highlights for me were Hungry for English (Tauranga Boys' High staff), Culturally Responsive Pedagogy (Wesley College staff) and How To Get A Kick Arse Librarian (Kings' High School's very effervescent

## Contact details and workshop dates for term 3

Gisborne July 30th, August 24th  
Napier August 17th  
Auckland August 31<sup>st</sup>

AATEL twilight workshop  
Thursday 9<sup>th</sup> August 4-6pm  
Epsom Campus

SAATE workshop Wednesday  
22<sup>nd</sup> August 4.30-6pm Aorere  
College

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### NOTE:

**There will be Level 3 alignment workshops in Tauranga and Hamilton in Term 4. The exact dates are still to be confirmed**

librarian). Some of these presenters have their workshop notes uploaded at the following site:  
<https://sites.google.com/a/shcs.school.nz/words-to-burn/>

It was fantastic to have so many classroom practitioners share their passion, time and resources with us. I know many conference delegates left Dunedin feeling re-inspired and re-invigorated about the teaching of English.

Tania Linley-Richardson  
Facilitator Northern Region

**Next year's conference entitled Vintage to Visionary will be at Karamu High School in Hastings from the 17<sup>th</sup> -19<sup>th</sup> July so start planning now.**

## What's new???

- NCEA updates

The latest NCEA Update [issue 5 June 2012] includes an explanation of the standards alignment process. The key purpose of this online publication is to ensure consistent and accurate sharing of information.

This edition gives updated timelines for the publication of aligned level 3 standards and resources. These NCEA Updates are published online in the last week of each term. You can subscribe to receive an email notification when they are available online.

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/ncea-update/issue-4-april-2012/>

- SecQual S2012/010

This outlines the changes to the Optional Teacher Selected Samples process. Teachers can now ask moderators questions about task design. A number of teachers facing uncertainty around criteria for the aligned standards have sent samples of student work with their queries and found the moderator feedback extremely useful.

- Moderators' newsletters

There have been 2 NZQA moderators' newsletters since our last newsletter. The April newsletter covered the Level One reading standards, the value of a statement of intent and what we mean by developed ideas. The latest (July) newsletter discusses AS90857, 90102, 90855, 91101, 91104, 91105.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/moderator-newsletter/july-2012/>

- Professional learning for middle leaders

Earlier this year the Ministry of Education published a resource to support Middle Leaders in school. Copies of *Leading from the Middle: Educational Leadership for Middle and Senior Leaders* have been distributed to schools or can be ordered through Down the Back of the Chair. [Refer to the website address at the end of this newsletter.] On page 12 of the book is the Educational Leadership Model, and this is a reminder to us that: professional relationships based on trust are at the core of educational leadership; leadership always operates within the constraints of a specific school context and that middle leaders are actively involved in change management and problem solving.

There is also a dedicated Middle Leadership space for secondary Middle Leaders on TKI.

<http://nzcurriculum.tki.org.nz/Ministry-curriculum-guides/Secondary-middle-leaders>

The great thing for those of us in the English community is that many of the people speaking and the examples used in this space come from an English context.

- **NZATE – new resources**

The conference in Dunedin was the occasion for the launch of a new resource *Through the Literacy Looking Glass: Critical Theory in Practice* by Sian Evans. This will be a useful resource for teachers seeking to develop their students' critical literacy skills. It is the latest in the series of Best Practice resources published by NZATE. Watch for the release later this term of NCEA level 2 oral presentations. This will include some ideas for teaching and learning as well as annotated exemplars of student work. To order these and other resources refer to the website address on the last page of this newsletter.

- **Level three draft standards**

These are up on the NZQA website. They will not be registered until the end of the year. Draft activities and the conditions of assessment guidelines are on TKI. The activities are for planning purposes only and are likely to undergo some changes. Annotated exemplars will be published after the standards are registered in December.

Refer to the website addresses at the end of this newsletter.

## **How information literate are our 'digital natives'?**

The advent of the new Level 2 standard, "Use Information Literacy skills to form developed conclusion(s)" provides teachers with an exciting opportunity to work with students to develop and enhance their Information Literacy skills. Teachers may be tempted to think that their 'digitally native' students have superior skills in this area already. Undoubtedly, however, this is a myth. A strong thread in the results of current international research suggests that the information literacy of young people has not improved with an increased access to technology. Many students are adept at using technology, but how informed and thoughtful are they about the power that sits behind a digital text? Given that it is an expectation of the NZC that the needs of our students are at the centre of our programme planning, the explicit teaching of information literacy skills is clearly a "must-do" in the vast majority of English classrooms.

The two suggested tasks on TKI offer teachers the opportunity to integrate assessment against this standard around aspects of their existing programme. For example, Activity A suggests that students use column pieces as triggers for their inquiry, while Activity B suggests that students link their inquiry to a text that they have studied in class. Both of these activities offer a range of methods for presenting the results of the inquiry- for example a speech, an opinion piece or a report.

### ***The link to literature – a suggested approach***

The class has studied "The Truman Show" and a variety of texts which have a broad theme of **manipulation by the media**. Our focus for this inquiry will be on an aspect of the media eg reality TV.

### **Accessing prior knowledge and framing the inquiry**

Students are exposed to some Youtube clips/ articles about reality TV. eg  
-Highlights from favourite reality shows  
-Reality TV Editing  
-American Idol ethics  
*Complete a PMI as a basis for exploring the issues*

What are the issues linked to reality TV which are explored in "The Truman Show"?

*Make a list : eg*

"Is it ethical to use a life like this?

The Truman Show is about making money for the sponsors

Why do "the watchers "watch? What are they looking for?  
Is there something missing on their lives? What about ours?

How are other reality TV show the same as/ different from " The Truman Show"? Give some examples.

## Form a hypothesis:

- Compared to the concept of "The Truman Show" most reality TV shows are harmless entertainment.
- Some reality TV shows are more harmful than the concept of "The Truman Show"
- Just like what happens in "The Truman Show", Reality TV exploits the vulnerable.
- Or....

## Form questions to test the hypothesis

1. Take some of the issues about reality TV shows (above) and frame some questions. (Use exercise to determine difference between open/ closed questions).
2. Make a list of good starter words/ phrases for open questions.

## Use effective search terms

1. Look at different kinds of search words/ phrases. Teacher facilitates; students compile list.

<ul style="list-style-type: none"><li>•Reality TV</li><li>•American Idol</li><li>•Product placement and reality TV</li><li>•.....</li></ul>	<ul style="list-style-type: none"><li>•effects on teenagers</li><li>•effects on society</li><li>•Reality TV and educational purpose</li><li>•history</li><li>•"ethics of reality TV"</li><li>•reality TV and crime</li><li>•reality TV statistics</li><li>•.....</li></ul>	<ul style="list-style-type: none"><li>•controversy</li><li>•debate</li><li>•analysis</li><li>•critique</li><li>•criticism</li><li>•.....</li></ul>
Content words/ phrases	Words/phrases linked to questions/ hypothesis	General words

2. Introduce to more complex searching ie Boolean strategies for database searching eg phrase search

## Use a range of sources/ evaluate sources

1. Introduce to EPIC databases (eg Opposing Viewpoints/ Masterfile/ Australia and NZ Reference Centre) and create an expectation that students will use them to some extent
2. Introduce to advanced search - .edu/ .org/ scholarly articles/ youtube.edu tedtalks.edu
3. Collaborate with students to develop a bank of language which evaluates sources
4. Students show evidence of using the language of evaluation as they access sources

## Record information

- Help students develop their notemaking skills

## Form developed conclusions

What is a developed conclusion?

*developed conclusion(s)* involve creating and building conclusion(s) that are **connected to the purpose of the inquiry** and based on information gathered in the inquiry. This includes expressing an opinion or judgement, reaching a decision, or suggesting a solution.

Form developed conclusions which are convincing / perceptive

- Link to wider implications eg political situation/ changes to culture/ human behaviour
- Suggest solutions/ ways forward
- Integrate conclusions into report rather than include them as add- ons
- Question interpretations
- Compare and contrast results
- Link back to text

The guided inquiry approach (as above) which underpins this standard is a process which has much potential to empower students to be "**critical and creative thinkers, active seekers, users, and creators of knowledge and informed decision makers**" (NZC pg 8). They deserve every opportunity we can give them to engage with such a process.

## Where do I find the Conditions of Assessment?

### Conditions of Assessment (only for internals).

- Find a standard through the English subject page on NZQA. Open the standard, the last Explanatory Note has a link to CoA
- This will take you to the new NCEA homepage on TKI <http://ncea.tki.org.nz/> (you could go here directly)
- Click on **Resources for aligned standards**
- Choose **English**
- Choose the Level you need (ie Level 1, 2 or 3)
- You will find the Conditions of Assessment as a word document in the section **related resources** on the top right of the page

It is important to remember that the Conditions of Assessment are guidelines to help guide teachers. While they are referred to in the last explanatory note of all of the aligned standards, they are not a part of standard itself. They also contain some sufficiency statements [e.g. for the personal reading standards]. The current Conditions of Assessment for Levels One and Two have some very good guidance for teachers around how to manage authenticity, and should be referred to when you are developing the teaching and learning programme in which a particular standard or standards will be assessed. However, we should never forget the intent of standards and that our marking should always be a measure of how the student's work sits against the Achievement Criteria for a particular standard. For example if a student does not speak for 3 minutes, as suggested in the Conditions of Assessment for AS 90857 (Construct and deliver an Oral Text), but still manages to develop and structure ideas, and use oral language features appropriate to the audience and purpose then they must be awarded the grade. However, the Conditions of Assessment are based on evidence that suggests that students are UNLIKELY to do that sufficiently at Level 6 of the curriculum in less than 3 minutes.

A guide to the content of external exams can be found in the Assessment Specifications, which are hyperlinked through the Resources for Externally Assessed Standards on the English subject page on the NZQA website.

Cynthia Orr

## How To Find ...

- **The English Subject page**
  - Go to NZQA <http://www.nzqa.govt.nz/>
  - On the right hand side under the green heading **NCEA** click on **SUBJECTS**
  - Choose **English (Bookmark this because it is the easiest way to navigate around the NZQA and TKI websites)**
- **Standards**
  - In Curriculum and Standards documents go to Standards & click on L2
  - Scroll down to specific one you want (the expired ones come 1<sup>st</sup>, then the new ones)
  - <http://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91101>
- **Assessment Specifications** (only for externals)
  - Go to bookmarked **English** subject page on NZQA then click on the subject then level you want
  - In **Resources for Externally Assessed Stds** go to Assessment Specifications & click on L2
  - <http://www.nzqa.govt.nz/ncea/assessment/search.do?query=English&view=achievements&level=02>
- **External Exam Samples** (exam papers, marking schedules & annotated scripts for N, A, M, E)
  - Go to bookmarked subjects page on NZQA & click on the subject then level you want
  - In **Resources for Externally Assessed Stds** go to Samples for new standards & click on L2

- <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/sample-external-assessments/level-2/>
- You can also find these by going to the relevant Standard and choosing **view all documents**
- **Conditions of Assessment** (only for internals)
  - Find standard (as above). Open the standard, the last Explanatory Note has a link to CoA
  - This will take you to the new NCEA homepage on TKI <http://ncea.tki.org.nz/> (you could go here directly)
  - Click on **Resources for aligned standards**
  - Choose **English**
  - Choose the Level you need (ie Level 1, 2 or 3)
  - You will find the Conditions of Assessment as a word document in the section **related resources** on the top right of the page
- **Tasks** (for internal standards)
  - Go to the NCEA community on TKI <http://ncea.tki.org.nz/>
  - Scroll down to **Communities by grouping** and choose **NCEA**
  - Click on **Resources for aligned standards**
  - Click on English then click on Level 2
  - You will find 2 different tasks for each internal std (the A task is more prescriptive and the B task is more generic)
  - <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/>
- **Exemplars of student work** (for internal standards)
  - Go to bookmarked **English** subjects page on NZQA
  - In Resources for Internally assessed stds go to Exemplars of student work and click on All levels
  - Choose the appropriate Achievement Standard.
  - **Note:** Assessment resource A or B does not relate to TKI tasks A or B, it just differentiates different resources.
- **Teaching & Learning Guidelines**
  - Go to bookmarked **English** subject page on NZQA
  - The link to the guide on TKI can be found under **Curriculum and Standard documents**
  - <http://seniorsecondary.tki.org.nz/English>
  - They can also be accessed by going to the TKI communities homepage and under **Secondary in Communities by grouping** choosing **Senior Secondary Curriculum Guidelines**
- **Literacy requirements**
  - Go to the the bottom of the bookmarked **English** subject page on NZQA under **Other English resources**
- **Exclusions**
- - Go to the bookmarked **English** subject page
  - Click on **Standard**, which is in blue under on the left hand side of the page under **Qualifications and Standards**
- **NCEA Statistics**
  - On the **NZQA homepage** scroll to the bottom and under **School students and parents** choose **school statistics**
  - For general results, under **reports that can be generated** choose **results by subject and standard**
  - You can generate multi-layered reports; clicking on a blue underlined subtitle will give you access to the next, more specific layer of data

## Useful resources

**English online:** <http://englishonline.tki.org.nz/>

A site for all teachers of English

**The English Senior teaching and Learning guidelines:**

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

This guide has been designed to help teachers create quality teaching and learning programmes. They will support teachers in their planning for the alignment of standards to *The New Zealand Curriculum*.

**Communities on TKI:** <http://www.tki.org.nz/Communities>

Includes curriculum documents, news, guidance, resources, and stories and Assessment Information and assessment tools to improve teaching and learning, including [e-asTTle](#). E-asTTle writing has been revised and new rubrics, writing prompts and exemplars are all available on this site.

**NCEA on TKI**

This website was updated in April and the home page provides clearer links to resources.

Go to <http://ncea.tki.org.nz/>

**And in particular** <http://secondary.tki.org.nz/>, **which is your one-stop-shop for information, resources and guidance, to support secondary teaching and learning.**

**NZQA subject page:**

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/levels/>

Everything you need to know in relation to English and NZQA including the standards, clarifications, moderator's newsletters, benchmark samples for the internal standards and sample external exam papers and benchmark samples.

**NZATE:**

<http://www.nzate.co.nz/>

Information about regional associations and resources that are available to support you in the delivery of NCEA.

**Studyit:** [www.studyit.org.nz](http://www.studyit.org.nz)

Assistance for students and teachers with NCEA

**Down the Back of the Chair:** [www.thechair.minedu.govt.nz](http://www.thechair.minedu.govt.nz) 0800 660 662

A place to get copies of Ministry of Education teaching and learning resources

**The Teachers Council:** <http://www.teacherscouncil.govt.nz/rtc/index.stm>

The *Registered Teacher Criteria* describe the criteria for quality teaching in New Zealand and replaced the Satisfactory Teacher Dimensions in 2011. All teachers seeking to gain and maintain full registration are required to meet the *Registered Teacher Criteria*.

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Te Tapuae o Rehua

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