



Wellington Hindi School

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Submission on the 'Learning Languages' learning area in the New Zealand Curriculum Draft for Consultation 2006 By Wellington Hindi School

Our background

The Wellington Hindi School has been in existence for approximately fifteen years. It is a community based school run by parents and volunteers. To maintain and develop Hindi, we continue to run Sunday and after school hours classes for children (4-17 years) who have Hindi as their heritage language. In the last two years we have also run seven classes (approx 60 students) for adults for whom Hindi is generally a foreign language. The objectives of the school are:

- To encourage the use of Hindi language.
- To contribute to the maintenance of Hindi language as our Mother Tongue.
- To promote a positive attitude towards learning
- Hindi language and multilingualism.
- To engender cultural awareness and positive self-identity among young Wellingtonians.
- To widen and strengthen the cultural and social networks of children, youth and adults in Wellington.

New Zealand Draft Curriculum – General Comments

The Wellington Hindi School acknowledges and supports the addition of the eighth learning area – 'Languages' (which includes, Te reo, NZSL and Pacific languages) in the draft curriculum. This is a strong signal from the government in its commitment to learning Languages in New Zealand. However the increasingly diverse and bi/multi-cultural nature of the New Zealand society is not sufficiently expressed in the Curriculum. We believe greater value needs to be placed on the multi-lingual competencies that many students bring to the classroom. It must recognise that many students may already be able to demonstrate the behaviours encapsulated in the key competencies.

It is most important for teachers to recognise and value these competencies, not only for the student's sense of self worth, but also to encourage the students to maintain and value their

community languages and cultures. It is important that the curriculum identifies that children's cultural and linguistic experience in the home is the foundation of their future learning and the education system must build on that foundation rather than ignore it. Creating a space for heritage languages in the curriculum will enable the transfer of linguistic, cultural, and intellectual resources in the homes to schools and to the future of NZ. Therefore the curriculum must explicitly recognise that multilingual children have an enormous contribution to make to New Zealand and to the governments' key priorities of:

- Economic Transformation,
- Families - Young and Old, and
- National Identity.

We value the flexibility the new curriculum gives schools and consider this flexibility and the emphasis on the relationship between the school and its community may encourage some schools to incorporate heritage languages in their programme. To achieve the intention of the curriculum, school communities need to be educated about the importance to affirm students' identities and to develop community and national identity, as well as the need to support and maintain students' cultural and linguistic heritage.

In addition, the concept of cultural diversity needs to be woven into other learning areas during the early years of the Curriculum, so that students, particularly those who may speak a different language, feel their diverse identities are accepted. In this way, a greater number of students will be prepared to take up language learning opportunities at Year 7. Having an increased number of multilingual teachers from diverse cultures teaching in New Zealand classrooms will provide role-models for students who are bi-/multi-lingual themselves.

Proposal to include the learning of Hindi language at NCEA level

Wellington Hindi School strongly believes that the new curriculum makes it possible and desirable to include Hindi language at NCEA level. The rationale for this is discussed below.

Hindi in New Zealand

Hindi is one of the major world languages, with over 400,000,000 speakers. It is the primary language of 180,000,000 in India, and is spoken in; Bangladesh, Mauritius, South Africa, Yemen, Uganda, Singapore, New Zealand, Germany, United States United Kingdom, Kenya, United Arab Emirates, Fiji & in many other countries where they have emigrated (<http://www.flw.com/languages/hindi.htm>). The Hindi speaking communities in New Zealand are mainly from India and Fiji. Smaller numbers are from other parts of Asia.

Our Value proposition

With the economic rise of Asia, New Zealand needs to educate its people more about Asia. This element has been discussed extensively in the report of the Asia New Zealand Working Group – a project jointly managed by AsiaNZ and Ministry of Education.

The Prime Minister has made it clear that greater understanding of Asia, including its culture, is a priority for New Zealand to become closer to its Asian neighbours, and to become more “Asia literate”. The forthcoming White Paper on New Zealand’s relations with Asia is likely to further emphasise the need for closer contact and better understanding. What affects Asia affects New Zealand.

Being one of the fastest growing economies and the second most populous nations in the world, India needs to be considered in economic terms. It offers vast opportunities for New Zealanders. The working group and others such as the New Zealand India Business Council recognise the importance of language along with the general knowledge of the Asian countries.

Our value proposition supports the Government’s aim of economic transformation, particularly through export-led growth with Asia and India in particular, and the benefit of cultural and social contact that underpins successful trading and diplomatic relationships.

Hindi Speakers in NZ

New Zealand Census figures show that Hindi speakers increased by 76% from 12879 in 1996 to 22749 in 2001. The 2005 Census is likely to show a similar increase, reflecting the rise in Indians immigrating to New Zealand, and the confidence of new settlers and others to speak their mother tongue.

Also of interest is the independent audience survey of Hindi language radio station, Radio Tarana, that reports a 5% share of the Auckland market, which would equate to around 50,000 listeners in that city alone.

Having a diverse population supports the Government’s aim of national identity. Indian culture is now accepted as being part of New Zealand’s cultural diversity. It helps New Zealanders to realise who they are and to celebrate diversity and be tolerant, a key national trait that is internationally recognised.

Value of Mother Tongue

Research (Cummins: <http://www.iteachilearn.com/cummins/mother.htm>) shows the mother tongue is important for personal, social and cultural development. Families are stronger and

healthier when the members of a community are culturally and socially satisfied. Such a conclusion assists the Government's aim to support families, young and old.

Corporate environment

India is increasingly the focus of corporate attention. To meet this trend, many corporates are familiarising themselves with India and Indian culture. In New Zealand, our largest company Fonterra, who operates a joint-venture in India, is working with Trade and Enterprise to foster positive relations with India. Many other New Zealand companies are similarly working with Trade and Enterprise and bodies such as the Asian Foundation and the India New Zealand Business Council to understand the link between cultural contact and trading relationships.

Many successful corporates maintain databases of languages spoken in their workplace. This places value on the staff's linguistic and perhaps heritage capability. We safely predict more New Zealand corporates will encourage staff linguistic skills, particularly as they benefit productivity, contacts and a happy and loyal workforce.

Travel and tourism

Many of Hindi School's adult students have either traveled to India as a tourist, as a volunteer, on business or are contemplating visiting India in the near future. Of the ten adult students currently enrolled six will travel to India to work in an orphanage before going on their personal errands. They believe knowledge of Hindi will help "connect" with people more easily.

The same trend is occurring with New Zealand travelers to India, which have grown by steadily increased in the past five years.

Tourists from India are also rising rapidly. Between June 2005 and June 2006 visitors from India increased by 1523. Projections show an increase in arrival from 10,730 in 2006 to 20750 in 2010 (<http://www.tourismnewzealand.com>). Many are Hindi speakers, and just as New Zealand's tourism industry has Japanese and Chinese language speakers, it is highly desirable to meet tourist demand with language services.

Unifying factor

Hindi being one of the official languages and spoken by approximately 40% of people in India is seen as the unifying factor. Language is an essential ingredient in culture and national

identity. By including Hindi in its suite of NCEA languages, New Zealand will move one step closer to:

- Its relationship with India and Indians (supporting economic transformation)
Demonstrating cultural diversity and maturity (supporting national identity)
- Fostering positive personal, family and professional development (supporting families, young and old).

Capability

We recognise that offering Hindi at NCEA, either in the mainstream or in Community language schools will have inevitable resourcing and capability implications. Qualified Hindi teachers, teaching programmes and resources need to be readily available in New Zealand. With guidance from the Ministry, Schools of Education and education practitioners, qualified teachers from countries of origin can be gainfully employed to contribute to the economy of New Zealand. Additionally the Australian Hindi Continuers programme can be adapted to suit New Zealand learners. Other Community language models from Canada, the UK and Sweden could also provide some direction. The Indian Government supports the propagation of Hindi overseas. Further support can be sought via the High Commission in Wellington with whom Hindi School already has a strong relationship. The Hindi Section of the Curriculum Development Unit (CDU) at the Ministry of Education in Fiji informally supports and advises the Wellington Hindi School in its endeavors to maintain and develop Hindi learning. CDU regularly advises Pacific nations on curriculum matters. The School occasionally seeks help from language teachers in the mainstream schools.

Conclusion

Wellington Hindi School makes the following recommendations:

- Hindi be adopted as an NCEA subject as a priority to support the Government's strategic priorities.
- Develop a coordinated approach across schools interested in offering Hindi as a language (heritage or foreign) and communities with the Ministry of Education providing guidelines to enable quality programmes and teachers.

- Include Hindi school's expertise in the development of a framework that will work for New Zealand.
- Invite teachers from home countries to assist with further development of the curriculum and to teach in schools.
- Adapt the Australian (Victorian School of languages), the UK, Swedish, Canadian models of community language education to suit the new environment.

Submitted by Wellington Hindi School



Sunita Narayan
Coordinator
Wellington Hindi School.

Endorsements

We support this submission by Wellington Hindi School.

| Organisation | Comments |
|--|----------|
| Organisation Name <i>SHRI SATSANG RAMAYAN</i> <i>MANDLI . L. HUTT.</i> Position <i>SECRETARY.</i> | |
| Organisation <i>Adarsh Ramayan Mandli</i> Name <i>Kamleshwar Singh</i> Position <i>President</i> | |
| Organisation Name Position | |
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Main Identity

From: "Sekhar Bandyopadhyay" <Sekhar.Bandyopadhyay@vuw.ac.nz>
To: "Sunita Narayan" <sundev@paradise.net.nz>
Sent: 28 November 2006 14:30
Attach: Draft Curriculum Submission 2006.doc
Subject: RE: draft curriculum response

Hi Sunita,

I am sorry for not replying earlier. Yesterday was an extremely busy day. I am happy to endorse your submission. I have added my name to the document.

Best,

Sekhar

From: Sunita Narayan [mailto:sundev@paradise.net.nz]
Sent: Monday, 27 November 2006 7:54 a.m.
To: Sekhar Bandyopadhyay
Subject: draft curriculum response

Good morning Sekhar

here's out submission for curriculum consultation.
I was wondering if you could endorse this please.

have a great day
Sunita

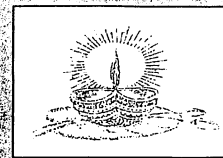
Endorsements

We support this submission by Wellington Hindi School.

| Organisation | Comments |
|---|---|
| Organisation: Victoria University of Wellington Name: Sekhar Bandyopadhyay Position: Associate Dean (Research) and Professor of Asian History, Faculty of Humanities and Social Sciences. | Due to increasing number of Indian migrants in New Zealand (they are the second largest community among the Asians) in recent years, inclusion of Hindi in NCEA curriculum is a legitimate step and will be of immense pedagogic value. |
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| Organisation Name Position | |



CAPITAL CITY RAMAYAN MANDLI



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REG: 1141223

Dear Sir/Madam

On behalf of the members of our organisation, I would like to endorse Wellington Hindi School's submission on the draft curriculum. Our organisation has a close relationship with the school and a number of our member's children have been and are still attending the school.

We are a religious and cultural group based in Wellington. Our objective is to advance the knowledge and understanding of Indian religion and culture within the community, particularly amongst the children. Knowing and understanding Hindi is a key ingredient in us achieving our objective.

We would most welcome Hindi being included as one of the languages under the new learning areas – "LANGUAGES "

Yours sincerely,

Sashi Singh (Mrs)
President

We take BOOKINGS and invitations for all Hindu religious events organised: Bookings Essential

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