LANGUAGES CURRICULUM STATEMENT



He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

"In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own." (NZ Curriculum)

Rationale

The Kōtui Ako (Primary) Languages programme extends opportunities and choices for students across networks of schools, to access a wide range of language learning opportunities that would not be available to them in their own school communities.

We believe that in learning languages children are empowered to communicate with others, develop cultural awareness, and embrace diversity. Learning languages opens up new learning pathways and broadens our horizons and expectations. Learning languages helps students develop thinking and literacy skills.

Aims

Children will -

- communicate to make meaning in another language and improve their understanding of their own native language;
- develop language knowledge by studying language to understand how it works;
- *learn about other cultures*, and strengthen connections with their own culture;
- learn that language and culture are intertwined.

Principles

Learning should be based in authentic, relevant contexts, integrated across curriculum areas, with a high level of target language use. There should be opportunities for student goal setting, interaction, creation and sharing of knowledge.

Teachers will understand and apply task based learning strategies and principles of intercultural communicative learning and second language acquisition.

'Intercultural language teaching places the need to communicate in the first place and seeks to teach culture in a way which develops intercultural communicative skills at the same time as developing language skills. This is an approach to the teaching of culture which sees language and culture as intimately linked and which recognises that culture is always present when we use language.'

- Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.
- Instruction needs to ensure that learners focus predominantly on meaning.

LANGUAGES CURRICULUM STATEMENT



- Successful instructed language learning requires extensive target-language input.
- Successful instructed language learning also requires opportunity for output.
- The opportunity to interact in the target language is central to developing proficiency.
 from Instructed Second Language Acquisition Rod Ellis 2006

Key Programme features

Learning is in partnership with the expert online teacher and classroom teachers whose role it is to extend and support the students in their home school setting;

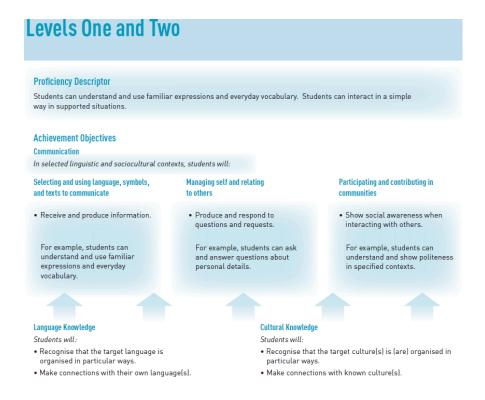
Learning online enables us to better *differentiate and personalise learning* according to the diverse needs of our students;

Learning online enables us to provide *cultural and social interactions* by extending our community and global reach;

Student agency is strengthened through peer tutoring and tuakana/teina relationships within and across schools;

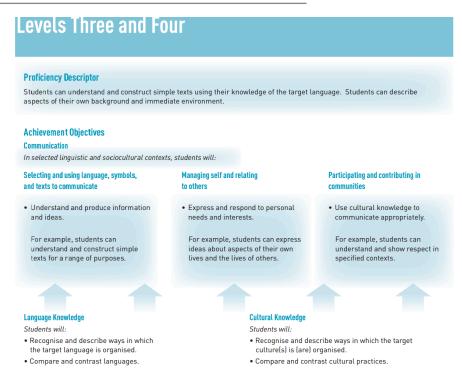
A *collaborative, reciprocal teaching model* across schools and the wider community coupled with the smart use of online technologies underpins how our programme operates.

Student Achievement Objectives



LANGUAGES CURRICULUM STATEMENT





From the Generic Framework for Teaching & Learning Languages Ministry of Education

Language Progressions

Language progressions and student learning outcomes in this guide are generic across all languages, provide context to the 3 strands of curriculum achievement objectives - Communication, Cultural Knowledge & Language Knowledge and form the basis of planning overviews and assessment of all language programmes.

Supporting Documents

NZC - Learning Languages
Te Aho Arataki Marau

'Ko te manu e kai ana i te miro, nona te ngahere. Ko te manu e kai ana i te mātauranga, nona te ao.'