

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 Kōtuiti 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.

- 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

Levels One and Two

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Achievement Objectives

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Receive and produce information.

For example, students can understand and use familiar expressions and everyday vocabulary.

Managing self and relating to others

- Produce and respond to questions and requests.

For example, students can ask and answer questions about personal details.

Participating and contributing in communities

- Show social awareness when interacting with others.

For example, students can understand and show politeness in specified contexts.

Language Knowledge

Students will:

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

Cultural Knowledge

Students will:

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

Levels Three and Four

Proficiency Descriptor

Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.

Achievement Objectives

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Understand and produce information and ideas.

For example, students can understand and construct simple texts for a range of purposes.

Managing self and relating to others

- Express and respond to personal needs and interests.

For example, students can express ideas about aspects of their own lives and the lives of others.

Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.

For example, students can understand and show respect in specified contexts.

Language Knowledge

Students will:

- Recognise and describe ways in which the target language is organised.
- Compare and contrast languages.

Cultural Knowledge

Students will:

- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

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.’*