

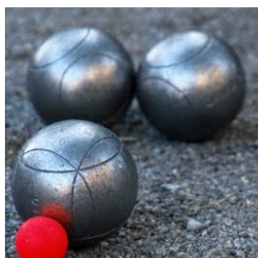


### Information Literacy and Lifelong Learning

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Information Literacy and Lifelong Learning in Learning Languages, by Dee Edwards.

[Read more here](#)



### Une Histoire Triste

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Jo Bradbeer talks about her intercultural experience during the TPDL Extension in New Caledonia October 2012.

[Read more here](#)

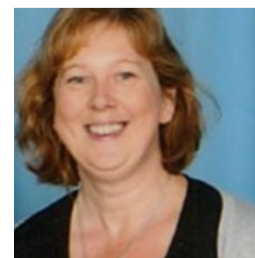


### German Scholarships

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18 top Year 12 students of German from schools all over New Zealand gathered in Wellington enjoy two days of immersion in the German language.

[Read more here](#)



### Encouraging language learning

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Imogen Warren and Lucy King are inviting others to teach a language, even if their own second language was limited.

[Read more here](#)



### Two weeks in Japan

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A two week course at the Japan Foundation Kansai Centre in Osaka a fantastic opportunity to experience authentic everyday situations in Japan.

[Read more here](#)

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## Information Literacy and Lifelong Learning in Learning Languages

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In the 21st Century Learning Languages classroom, second language teachers need to provide, across their curriculum, articulated instruction that consciously links the discovery and use of information to content-related task-based activities that develop students' communicative language skills and cultural knowledge. In the context of a second language, [target language] programmes that engage students in finding, assessing, and making use of authentic information sources in that language will develop the capability to enhance and create their own language and knowledge of the [target] language and culture. Information Literacy (IL) skills can be modelled most effectively through the explicit use of a model of information problem solving processes such as the *Information Literacy Planning Overview* developed by Capra & Ryan (2001). This model develops the reflective and conceptual capabilities of IL in students and is beginning to capture the interest of second language teachers looking to implement a new strategy that will embed literacy and metacognition into their programmes. These factors contribute to the development of strategic competence in Learning Languages' students. Their assessment capability and levels of successful achievement in NCEA Learning Languages especially at Level 3 is increased, and lifelong language learning is promoted in secondary school settings.

"Teachers are the most critical key to student attainment of information [and] must become information literate themselves".

Doyle (1999, p. 23) and Ladbrook & Probert's (2011, p.117) research suggests that there were "issues ... in teacher familiarity with and knowledge about digital text types, as well as confidence in using online resources".

Education Review Office reports (Education Review Office, 2005) "indicate that ... most secondary schools are not addressing student development of information literacy skills and no schools appear to have any method for assessing such skill development'. In heralding the spirit of change in the New Zealand Curriculum (Ministry of Education, 2007), Hipkins (2008) pointed to information literacy through the curriculum's emphasis on learning how to learn, developing [in students] the identity of the lifelong learner and a greater emphasis on developing student autonomy'.

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[Dee Edwards](#) is National Coordinator Learning Languages in the Secondary Student Achievement Contract with responsibility for the Northern and Central North regions. She has been working as a Facilitator at Team Solutions, Faculty of Education, University of Auckland for the past three years. Dee has formerly taught French at Secondary level, along with Spanish and German in Intermediate and Middle School settings. She is currently the Secretary of the New Zealand Association of Language Teachers, and is a member of the ILEP Advisory Group. Dee has a particular interest in integrating Literacy, and ICT into Learning Languages programmes.

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Grenfell (2000, pp. 23 - 26) perceives that there is a disconnect between the wider aims of curriculum and effective second language pedagogy about which he raises methodological doubts, and points to curriculum confusion and loss of purpose. He believes that there is a “premature emphasis on modern languages [teaching] as a vocational adjunct: to get things done rather than as a medium for thought and creativity” (p. 26).

Following the introduction of the New Zealand Curriculum (Ministry of Education, 2007), there was a requirement for change to the NCEA, caused by the need to review achievement standards to align them to the ‘front-end’ and learning area statements of the new curriculum. In the Learning Languages area, this saw the introduction of two portfolio standards, one for writing and the other for interaction - this represents a paradigm shift in the assessment of Learning Languages to one where the process of learning is valued. In my own role, I am aware that more and more second language teachers now believe that task-based teaching is the most effective way to teach and engage students in real language use and meaning-making. Teachers are beginning to design assessment tasks that will require students to use information literacy (IL) skills in second language contexts, and they are increasing their familiarity with the effective pedagogy surrounding the implementation of an Information Literacy Processing Model into their programmes. These models have the potential to develop the reflective and conceptual capabilities of IL in secondary school settings, taking students beyond fact-finding to communicating their new knowledge and using their findings in new or creative ways (Ladbrook & Probert, 2011, p.117).

Information literacy provides a framework for higher education, its significance lies in its potential to encourage deep, rather than surface learning, and to transform dependent learners into independent, self-directed, lifelong learners (Bruce, 2002, p. 5). By helping students to construct a framework for learning how to learn, [secondary schools] provide their students with the foundation for continued growth throughout their education and careers, as well as in their roles as informed citizens and members of communities - IL is a key contributor of and to, lifelong learning (Dunn, 2000). Behrens (1994, p. 316) identified the ‘goal of information literacy [as being] the attainment of lifelong skills which enable the person to be an independent learner in all spheres of life’.

According to Strum (2000, p. 52), one of the challenges facing teachers in second language programmes when dealing with literary-based content is the pedagogical shift from structuralist language instruction to an emphasis on the acquisition of communicative competence that “aims to prepare students to live, work, or travel in the [target] language”. Byrnes and Kord (2001, p.37) believe that the traditional teaching of literature is frequently outdated and methodologically questionable, and does not prepare students for reading and analysing literature. They purport that the failure to integrate linguistic and literary competence into second language courses often results in the breakdown of communicative language use in the classroom when discussion moves into the abstract or interpretive/analytical domain and attempts to provide L2 exposure even on the “input” level are lost (p. 38). They argue that traditional text-book based skills courses, where the emphasis is on developing [target] language proficiency rather than intellectual development, and where there is a perceived disconnect of themes, are viewed by students as inferior to content-based courses. They advocate for courses where the intellectual challenge of literature study is combined with discourse training, and students are

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accountable for both content and linguistics aspects of the course in assessment. Teachers need to prioritise content in language learning and teaching “so that both content and language might be learned together” (p. 51).

Hock (2007, p. 46) advocates the teaching of language through literary-based content “with an eye to enabling students to recognise the various intentionalities behind verbal and written texts and to use language effectively”. She suggests that [language teachers] who “address students’ abilities to find, assess and make use of information sources in order to enhance and create their own knowledge” can help students to not only progress in language courses but also move from the “cognitive levels of knowledge and comprehension to the more advanced levels of application, analysis, synthesis, and evaluation (Bloom, 1956)” (p. 47). Information literacy, Hock states, provides language learners with “some of the tools and critical abilities needed to gain a metalinguistic awareness of the workings of the target language” and is “best developed over time in the context of level-appropriate meaningful activities”.

Being information literate is fundamental if students are to benefit from the information age and engage in the use of authentic texts in the target languages. “The need for information literacy has become more urgent at a time when the Internet is overflowing with unfiltered information” (Hock, p. 47).

The challenges of locating and using information through the Internet and online databases are symptomatic of a student’s inability to specifically express their information need and synthesise it into cogent, productive uses. Online information literacy skills are skills that students should be bringing to university from school (Rosell-Aguilar, 2004, p. 221), they should have the necessary

skills to determine if the information they require is available, find it quickly, and be aware of the limitations of the Web.

IL empowers the lifelong learner and motivates them to make language learning an integral and vital part of their futures - successful global citizens of the 21<sup>st</sup> century. The Council on Education and the European Parliament in December 2006 (Council, 2006, p. 13) identified communication in foreign languages, digital competence, learning to learn, and cultural awareness and expression, among the key competencies for lifelong learning.

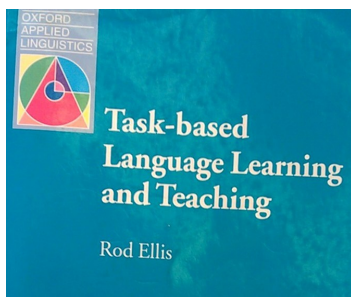
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## Information Literacy Planning Overview - with Indicators

Stage	Description	Indicators
<b>Defining</b>	The stage of formulating questions, analysing and clarifying the requirements of the problem or task. As a result of new learnings and understandings, this stage is constantly revisited during the entire process to refine and redefine the problem or task for further clarification.	<i>range of topics selected, issue to be investigated identified, prior knowledge established, ideas brainstormed, task clarified, key terms defined, focus question and sub-questions framed, time management strategy devised, initial hypothesis formulated.</i>
<b>Locating</b>	Following the defining stage, the student identifies potential sources of information and is able to locate and access a variety of resources using multiple formats.	<i>range of views represented, variety of resources - texts, CD Roms, DVDs, Internet, journal/magazine/newspaper articles, pamphlets, advertisements, community/government information sources, dictionaries</i>
<b>Selecting/Analysing</b>	The student analyses, selects, and rejects information appropriate to the problem or task from the located resources. An emphasis on analysis of the selected information is critical to the development of information literacy given the deluge of information available. Without developing high-level analysis skills to assess relative worth of information, students wade through endless and generally irrelevant information that does not suit their purpose.	<i>information - skim read/scan, evaluate, appropriate information selected, inappropriate information rejected, author, date of publication, genre, reliability, validity, bias, contradiction, omission, authenticity, and purpose considered, bibliography, quotations</i>
<b>Organising/Synthesising</b>	In this stage, the student critically analyses and organises the gathered information, synthesises new learning incorporating prior knowledge, and develops original solutions to a problem or task. A problem-solving approach calls for synthesis of information to form new knowledge, which can be used to solve problems.	<i>synthesis of a variety of sources, similar ideas connected, hypothesis affirmed and tested, information organised, mind/concept map, summary, opposing views considered, different perspectives evaluated, personal opinion formulated</i>
<b>Creating/Presenting</b>	The student creates an original response to the problem or task, presenting the solution to an appropriate audience. There is a societal expectation that individuals will possess good communication skills in a variety of formats. For this reason, then, skills that emphasise communication are also significantly developed in this step.	<i>original response created, draft, audience considered, appropriate presentation format considered - oral, debate, dramatic presentation, newspaper article, letter to the editor, group or individual presentation, graphic, pictorial, multimedia/web page, quotations with referencing, bibliography, appendices</i>
<b>Evaluation</b>	In this final stage, the student critically evaluates the effectiveness of their ability to complete the requirements of the task and identifies future learning.	draft critically evaluated, peer-review, feedback sought, prepared to modify, evaluated for strengths/weaknesses, future needs identified

## Task-based Language Learning and Teaching by Rod Ellis



In his book “Task-based Language Learning and Teaching” (2003) Rod Ellis describes a variety of concepts and methodologies in task-based language pedagogy.

The first part of his book provides an extensive overview of definitions, principles, relevant research and how different tasks can impact on

learning outcomes. For example, certain ways of implementing task-based learning are more suited to enhance fluency, whereas others improve accuracy. Ellis reflects on aspects of teaching practice which are often taken for granted. His book can help teachers best implement the three phases of task-based lesson design:

1. **Pre-task** - Teachers and students establish the outcome of the task, plan the time, or complete an exemplary task. Students can also be given time to plan the task (strategic planning) and need to know whether to focus on fluency, complexity or accuracy.
2. **During task** - The actual task is performed, possibly under time pressure.
3. **Post-task** - Learners report back, follow up on their performance. This raises consciousness and helps student reflect on the task.

However, his book is not a ‘how-to guide’, it rather aims to provide all the necessary research to enable teachers to make their own decisions and trial different methodologies.

Ellis describes eight principles to help teachers select tasks and structures which are supportive of language learning:

1. Ensure an appropriate level of task difficulty.
2. Establish clear goals for each task-based lesson.
3. Develop an appropriate orientation to performing the task in the students.
4. Ensure that students adopt an active role in task-based lessons.
5. Encourage students to take risks.
6. Ensure that students are primarily focused on meaning when they perform a task.
7. Provide opportunities for focusing on form.
8. Require students to evaluate their performance and progress.

Ellis sees language as a communication tool and believes it is important for students to learn how to communicate in situations outside the classroom. A task-based approach therefore seems most suited to meet this goal.

Professor  
Rod Ellis  
MA (Leeds),  
MEd (Bristol),  
PhD (London)



Professor and  
Deputy Head of the Department for Applied Language Studies and Linguistics at University of Auckland  
Email: [r.ellis@auckland.ac.nz](mailto:r.ellis@auckland.ac.nz)



Professor Rod Ellis will also be the opening guest speaker at the end-of-year celebration for TPDL Northern Region.

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## Une Histoire Triste

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We asked Jo Bradbeer about her intercultural experience during the TPDL Extension in New Caledonia October 2012. Here is what she said:



I learnt a great deal during my Stage in New Caledonia. One of the most memorable is the sad death of a young boy at the school that was host to me during the first week of the course. The boy was 13 years old and came from the Wallis Islands. He loved pétanque and was the Captain of the school pétanque club. He died of a cardiac arrest.

On the previous Saturday he had lost consciousness and was taken to hospital. Fortunately on the Sunday he regained consciousness and we all hoped for the best. Sadly this was not the case and on the Wednesday he died.

That afternoon the Principal of the school sent an email to the teaching staff and informed them of the boy's death. He also asked them to come to school early the following morning for a meeting about how they were going to manage the situation at school.

The meeting started at 630am, with a small number of teachers present. The Principal was very kind to let me be witness to this meeting, given the exceptional circumstances. Not all teachers had read the email and therefore several of them came into the staffroom and joined the meeting when they arrived at school. Alongside the Principal was the school's fulltime nurse, their part time psychologist and a further 6 councillors and support people sent by the Vice Rectorat. The discussion centred around which was the best way to inform the students and how to

support both the students and the staff. It was decided that the Principal would visit each class individually to inform the students of the sad death of their fellow student. He was not keen to have the students assembled together in the courtyard to tell them all at once. They do not have assemblies or whole school meetings and he did not want to do so this time.

The day before I had kindly been shown around the infirmary by the school nurse. She had explained to me that every student enters the school in the 6eme (Y7) with a card from their doctor and that they all had a medical folder that would follow them through school. As a result of they aware that the boy had had a heart condition from a very young age. The Principal explained to the staff that the doctors, the police and the family all said that the boy had died as a result of the fragility of his heart.

On the Friday evening several teachers went to view the body and pay their respects to the family. There were so many people there that it took an hour before they got to speak to the family. According to the Melanesian custom, they took a paréo (Sarong) with them to give to the family. All of the teachers had put 1000 Pacific francs into the paréo. There were a number of other paréos gifted. As the boy was Wallisien there were also several large piles of linen, all bundled up in large sheets. It is the Wallisien custom to given families linen of all types, bed linen, table cloths, tea towels and sometimes even clothing.

The mourners were all dressed according to their own customs. Several were dressed in black, but many were in bright colours. Everyone showed their respect for the boy and his family according to their own culture and customs. The following day was the funeral itself. The Principal represented the school at the service. A large number of people attended the service. Everyone was asked to sit on the ground and there were a lot of prayers. They put pétanque boules in the coffin with the boy.

## German students travel to Wellington

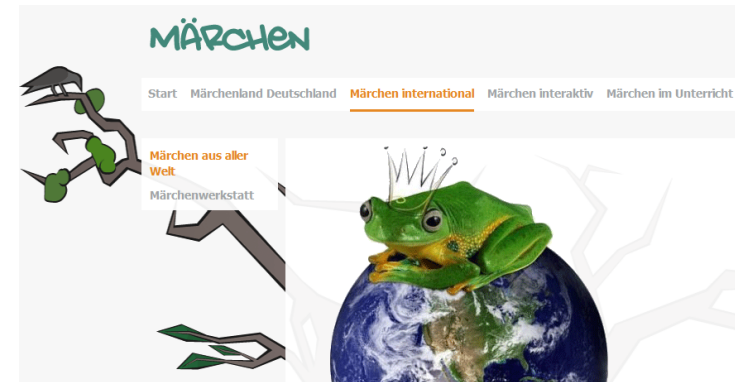
In September, 18 top Year 12 students of German from schools all over New Zealand gathered in Wellington to enjoy two days of immersion in the German language as part of the final selection process for two different scholarships to Germany.

The finalists spent the afternoon exploring the capital and finished the day with a typical German dinner. The staff at the Goethe-Institut were very impressed by the high standard of German spoken by all the students.

Acacia O'Connor of Raphael House Rudolf Steiner School in Wellington, Rochelle Treymane of Cambridge High School and Johnson Zhuang of Lynfield College in Auckland will all spend the coming NZ summer holidays in Germany on a NZGSE scholarship. Aan Chu of Christchurch Girls' High, Lillian Guo of Pakuranga College in Auckland and Harriet Willis of Sacred Heart College in Wellington have been selected for a PAD scholarship in 2013, subject to confirmation in the New Year. A further 10 students from the 4 German Partner Schools in NZ will spend three weeks in January 2013 at a Goethe-Institut language course for young people in Frankfurt or Freiburg.



## Online tools for German language teaching



The German Goethe Institute is offering a variety of online tools for teachers and students of German language.

To celebrate the Grimm brothers' anniversary year 2012, a whole website has been dedicated to fairy tales. [Check it out here.](#)

For readings, videos, [podcast lectures](#) or online training tools in German language have a look [at this website](#). You will also find a [3d-online world](#), where students can create avatars to communicate with others in German language.

And here is [another website](#) which provides free online lessons for beginners.







## Encouraging languages at Intermediate Schools

Imogen Warren discovered she loved the German language when she was sent to Germany on business. Once she began teaching at Tawa Intermediate School she decided to share her passion with her class.

She started teaching German on an ad hoc basis but soon felt she needed a more structured approach and sought professional development. She enrolled on the [Teacher Professional Development Languages \(TPDL\) programme](#) to learn about the latest language teaching theory and practice. TPDL also gave her the opportunity to improve her own German and to have an observer in her classroom four times during the year so that she could inquire into the effectiveness of her teaching practice.

Colleague Lucy King also applied for TPDL in 2012. Lucy has strong French-speaking skills after a year in France on student exchange but was looking for PD that would maximise her students' learning and give her tools to improve her own practice. She has in mind the possibility of continuing on a languages teaching PD pathway with a Language Immersion Award in the future. Another teacher, Tanya has enrolled in TPDL for 2013.

Tawa Intermediate School is geared to use IT in every aspect of its work including language teaching. Imogen set up an online 'booklet' for German using [MyPortfolio](#) so that other teachers at Tawa Intermediate could use it. This booklet used some

established resources and had links to online language games and activities that students could access independently. The school now has similar Spanish and French online resources. Planning for language lessons is done on line.

In 2011 Imogen, by now lead teacher for languages, organised a meeting of teachers interested in teaching languages and found several who were keen but possibly lacked confidence in their own knowledge of the language they wished to teach. She set up a [MyPortfolio](#) group to which all teachers at the school were invited and the teachers interested in teaching languages met and supported each other. She ran several languages sessions at the regular Tawa Intermediate Wednesday morning PD session, hoping to give other teachers the idea that they could teach a language, even if their own second language was limited or non-existent.

Imogen is very honest with her students: if there is something she doesn't know in German she suggests they all find out together.

Carolyn Stuart, principal of Tawa Intermediate recognises the importance of learning languages as a way of encouraging higher level thinking. A teacher doesn't have to be proficient in a subject to facilitate learning in her/his classroom.

Enthusiastic teachers are being supported to learn languages alongside their students. The teachers are convinced of the value of learning a new language. They see it as exposure to a different way of thinking, a way of broadening horizons and a special and new learning area that students are excited about.



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## Teachers attend two-week course in Japan

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A lesson in kimono wearing



A two-week course at the Japan Foundation Kansai Centre in Osaka was a fantastic opportunity for New Zealand teachers to get out of their comfort zone and experience authentic everyday situations in Japan.

The course was attended by Tomoko Semba (National Adviser for Japanese), Sharon Henry (Wellington High School), Justin Lindsay (Hastings Boys High School), Janine Joyce (Kelston Girls College), Karen Thomson (James Hargest High School) and Chitose Izuno (Heretaunga College).

The course offered targeted language and culture lessons as well as an introduction to teaching strategies using internet based resources and Japanese manga and anime. Sessions on intercultural language teaching and learning were followed by the opportunity to fully immerse in Japanese culture on a daytrip to Osaka city. Additionally, the teachers visited Sano Senior High School to interview students and teachers on a range of topics such as use of mobile phones and part time work. And they got to spend a night at students' homes to directly experience Japanese family life.

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The feedback was very positive:

- ⇒ “This course has enabled me to create resources that I otherwise wouldn't have the opportunity and time to create.”
- ⇒ “The interviews with the teachers allowed us to actually get authentic opinions. And it was really good for my Japanese - I spent two hours speaking Japanese and then wrote a formal report about the interviews”
- ⇒ “Opportunity to create some authentic resources that can be used with my students back in NZ.”
- ⇒ “The Osaka orienteering was the highlight. It forced us out of our comfort zone and gave us authentic situations involving problem solving and resource gathering.”



- ⇒ “The Calligraphy lesson was really good. There is no way I would have had the confidence to teach Shodo to my students before experiencing this.”
- ⇒ “This will definitely help me to speak more Japanese in class. Although I did TPDL last year which got me into the pattern of using Japanese more frequently, it's easy to slip back into English at times - this trip has improved my resolve to use Japanese more with my students.”
- ⇒ “As a teacher I've only ever had the opportunity to observe classes being taught but we've never spoken to Japanese teachers in depth before. It was extremely interesting for both ourselves and the Japanese teachers.”



## Coming Up ...

- ◇ **Learning Languages Workshops and Clusters**  
[Have a look here](#) for learning languages workshops in your region.
- ◇ **Annual JETAA National High School DVD Contest**  
Submission deadline is **16. November**. For more information [click here](#).
- ◇ **Spanish and Culture: a perfect match!**  
[Workshops for teachers of Spanish](#) coming up soon:
  - ◇ Auckland: **16. November**
  - ◇ Hamilton: **21. November**
- ◇ **[TPDL - \(Teacher Professional Development Languages\)](#)**  
**Applications are due on 30. November** for this Ministry of Education funded programme for language teachers throughout NZ (new and experienced teachers all welcome). Develop your teaching in ways that impact positively on student learning. Up-skill in the language you teach if you need to, learn another language if you are already fluent in the language you teach.  
**TPDL provides:**
  - ◇ personalised support to develop an inquiry approach to teaching
  - ◇ Internationally recognized qualifications
  - ◇ a pedagogy course customised for busy teachers (revised for 2013)For further information and applications please contact: [tpdl@auckland.ac.nz](mailto:tpdl@auckland.ac.nz)
- ◇ **STANZA Immersion Weekend 2013**  
is taking place in March. [Have a look here](#) for more information.

## Additional news ...

Other learning languages newsletters that could be of interest to you:

- ◇ [National Coordinator Newsletter](#) (October 2012)
- ◇ [E-link newsletter](#) Southern & Central South Regions (October 2012)

## Key Contacts and Links

### *Advisory Support*

**[National Advisers](#)** for Chinese, French, German, Japanese and Spanish provide language specific support and can also offer advice about foreign language assistants and scholarship and immersion opportunities for each language.

**National Coordinators** for Learning Languages, Secondary Student Achievement Contract, focus on effective implementation of the New Zealand Curriculum and the NCEA realigned achievement standards as well as the development of literacy and language practices.

- ⇒ Northern & Central Regions please contact: [Dee Edwards](#).
- ⇒ Southern & Central South Regions please contact: [Jo Guthrie](#)

**[NZALT](#)** The New Zealand Association of Language Teachers offers a nationwide network to support language teachers, including regional meetings, professional development, awards, newsletters, conferences and advocacy on key issues.

### *Professional Development Opportunities*

**[TPDL](#)** (Teacher Professional Development Languages) is a Ministry of Education funded programme aimed at developing teacher language proficiency and second language teaching capabilities in order to improve student language learning outcomes. TPDL is available to beginners as well as language experts.

**[ILEP](#)** (International Languages Exchanges and Pathways) supports schools and teachers to implement the Learning Languages curriculum area, particularly at Years 7 and 8.

**[Language Immersion Awards](#)** are provided by the Ministry of Education for teachers of languages to undertake immersion experiences overseas. Further details are available at the [AFS website](#).

**Don't forget!** Check out the [Learning Languages Website](#) for regular updates and more information.