



TERM TWO 2017



Newsletter

Highlights of this term's edition include:

Language teachers, we would love to hear from you. Participate in ILEP's short teacher survey and go in the draw for an iPad Air 2... continued on [page 3](#)

Karen Hu, Chinese and Maths teacher at Wellington East Girls College, has been awarded Education HQ's 2016 Unsung Hero for the teacher category. Karen, who has been nominated by her Year 12 students, receives this recognition for the extra effort... continued on [page 5](#)

Manu Menard, teacher and author of the ebook "Taking the Plunge", has previously showcased his task-based teaching strategies at various LangSems and NZAFT conferences. By challenging current teaching practices,... continued on [page 7](#)

Last month, the Goethe-Institut brought the yoyo to New Zealand schools. Possibly, a yoyo might not be amongst the first things that pop into your mind when you think of Germany ... continued on [page 9](#)



On 3 March five recipients were awarded the Consul General's Commendation for remarkable contributions to the promotion of Japanese language in New Zealand... continued on [page 11](#)

While the issue of sustainability in language learning remains a hot topic on the agenda of the language learning community, the ALLiS cluster of Hobsonville Point Primary and Secondary school is the first cooperation in the country to offer a Korean language option from Year 1 through to NCEA level... continued on [page 13](#)

Los días 10 y 11 de marzo celebramos el famoso "Encuentro anual de profesores de español en Nueva Zelanda" en el Retreat Kawaipurapura en Albany, un lugar idóneo para este tipo de eventos... continued on [page 15](#)

The ILEP team relished the opportunity on the 14 and 15 March to network and offer curriculum support to all Round 1 and 2 ALLiS clusters who attended the Ministry of Education ALLiS conference in Auckland... continued on [page 16](#)

The Learning Languages Newsletter is created for teachers of languages in New Zealand to share the latest news, events and stories from the world of language teaching and learning. It features Chinese, French, German, Japanese, Spanish and Korean and professional learning and development opportunities for all.

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From the Editor's Desk



Welcome to Term 2 and welcome to the first Learning Languages Newsletter featuring its new look.

We invite you to meet new staff at ILEP, to find out what is behind the new name of TPLT, and to mark your diaries with all those exciting upcoming events (and don't forget to include the deadlines either).

In an interview, Yoomi Won, Director of the Korean Education Centre, shares her plans for the future, and Matt Dennis takes us on a part of his ALLiS journey.

Toby, Tania and Azaria tell us about their adventures in Japan and Germany and illustrate the value of immersing oneself in a country to fully experience the language and culture. Watch out for stories

from the recently returned participants of scholarships to Beijing and New Caledonia in our next issue.

Immerse yourself now in these stories and all the other interesting and entertaining articles that keep you up-to-date with learning languages.

Remember that we are here to share your stories with the language learning community. Do get in touch with your latest adventures, success stories, classroom experiences, or general thoughts. I am looking forward to hearing from you.

Tina Kosleck
ILEP Community Engagement Coordinator
community@ilep.ac.nz

P.S. Make sure you don't miss your chance to win an iPad Air 2 by taking part in the ILEP teacher survey ([details on page 3](#)).

UPCOMING EVENTS

AUCKLAND/ NORTHLAND LANGSEM

The Auckland/Northland Langsem will be held on Saturday, 20 May 2017 at Auckland University, Epsom Campus with the theme "What does language learning and teaching look like in the 21st century in New Zealand".

[Registrations](#) are open.



WAIKATO LANGSEM

The Waikato LangSem is coming up on Friday, 2 July 2017. It will be held at the Hamilton Airport Motor Inn Conference Centre.

Marcus Akuhata-Brown has been announced as plenary speaker. Marcus is a dynamic speaker and presented to educators both in NZ and overseas. He is bilingual and an experienced educator.

[Registrations](#) are open.



L A N G U A G E I M M E R S I O N A W A R D S

Language Immersion Awards are fully funded by the Ministry of Education to improve language teaching and learning in NZ schools. They support the development of language skills considered necessary for NZ to move toward a globally-connected economy. They also support the government's economic, social and cultural goals.

Applications for the [Teacher Awards](#) close on 21 July and are open to all language teachers currently teaching a second language within the New Zealand curriculum.

Students who want to study in a country that speaks a language they are studying can apply for a [Language Immersion Award](#) until 19 May 2017.

For more information, email: lia.info@afs.org

NZQA BEST PRACTICE W O R K S H O P L A N G U A G E S

Best Practice Workshops are subject specific and have been delivered over the last eight years. They are aimed at increasing assessor confidence when making assessment judgments for internally assessed standards.



The workshops are recommended for

- assessors who need to improve their moderation agreement rates
- assessors new to standards based assessment and the NCEA
- beginning assessors

Best Practice Workshops for Languages are being held on 24 May in Christchurch and on 29 May online.

<http://www.nzqa.govt.nz/about-us/events/assessor-support/best-practice-workshops/>



FOREIGN LANGUAGE ASSISTANTS 2018

Your primary, intermediate or secondary school can get up-to-date language and cultural input for New Zealand students of French, German and Spanish from a Foreign Language Assistant.

The application deadline for schools is 16 June 2017.

Visit the ILEP website for more details <http://ilep.ac.nz/language-assistants/language-assistant-programme/for-schools>

INTERNATIONAL LANGUAGES WEEK

International Languages Week provides an opportunity to showcase and promote languages and cultures in your school and communities.

The date for this year's International Languages Week is 14-18 August 2017.

TPLT, a new name for TPD

In the beginning of the year, the programme formerly known as TPD changed its name to [TPLT - Transforming Practice in Language Teaching](http://www.tplt.ac.nz/) (<http://www.tplt.ac.nz/>). "The name now describes exactly what we do," Programme Director Wendy Thomson says. "It stresses the support that we provide so that teachers can positively transform their practice and impact positively on students' language learning." Albeit the name change, the basic structure of the year-long Ministry-funded programme remains the same.

Two previous participants of the programme, language teachers from this year's strongest participating languages, Chinese and Spanish, explain why they think the new name is suitable:



Dr Ai-Hsin Ho, Westlake Boys High School:

"The new name allows TPLT to embark on some new changes, e.g. adding NZQA verified languages like Korean, emphasising good assessment design, and inviting previous participants to return for a 'refresher' course. When I participated in the programme, I found that putting the task-based language teaching into practice really heightened my students' motivation and communication skills. It truly helped me to become a reflective practitioner. As a Head of the Languages Faculty, I recommend to all my staff to participate in the programme."



Chris Oversluizen, Green Bay High School:

"Changing the name to TPLT ([Transforming Practice in Language Teaching](#)) was a great idea as it makes the purpose of the programme much clearer and understandable. It is a concise and much more understandable name. TPLT is the most effective language development I have ever done. It combines theory with practice and helped not only my teaching in a noticeable way but also the way my students are now experiencing language learning themselves in a far more authentic and enjoyable manner."

Be in to win!

Language teachers, we would love to hear from you.

Participate in ILEP's short teacher survey and go in the draw for an iPad Air 2 (32GB, colour: space grey).

Click on the link goo.gl/XTU76X or use the QR code to access the survey.

The lucky winner will be drawn on 9 June 2017.



IATBLT's New President

At NZALT's AGM as part of the Waikato LangSem in June, Martin East will complete his fourth (and final) year as NZALT's President. With that significant role coming to an end, Martin has recently been appointed as President of the International Association for Task-Based Language Teaching (<http://www.tblt.org/about/>) – IATBLT.

The IATBLT was launched at the 2015 International Conference on TBLT, held in Leuven, Belgium. At that conference Martin was appointed to the inaugural international Executive Board. He was recently installed as IATBLT President at its General Meeting held at the 2017 TBLT conference in Barcelona. He will serve as President until the next biennial TBLT conference, scheduled for September 2019.

Martin comments, "it has been a pleasure and a privilege to serve NZALT as President for the past four years. The role of IATBLT President represents a timely opportunity for me to translate my service to language teaching and learning at a national level to the international arena." Martin brings to the role not only his experiences as President of a major national Association, but also his commitment to research into TBLT in practice.

Teacher Exchange Programme - Educational Advantage

Educational Advantage welcomes teachers from around the world to New Zealand.

Engage, Challenge, Enable and Inspire your students in their language by welcoming a teacher in China from 26 July-26 August at no cost.

With [Educational Advantage](#) at school you can:

- engage students with a fully qualified teacher from another country at no cost to the school
- challenge students to learn a new language and culture
- enable the sharing of cultures for teachers, students and families
- add diversity with the introduction of new language, dance, cooking, music, art, customs and traditions
- inspire students to develop an understanding of the world
- bring the culture alive in your classrooms

Facebook - [AFSEducationalAdvantage](#) or contact Prue Elwood at prue.elwood@afs.org for more information on how you can host a teacher at no cost to the school in your classrooms.

By Prue Elwood, Educator Programmes Development

Howard Young, Deputy Principal at South Wellington Intermediate School:

"As a teacher who has been on an exchange myself I knew how much I learnt from my experience and as a result I wanted to give back to others by hosting.

Teachers share their knowledge and enthusiasm for dance, cooking, language, craft and sport; for example, making dumplings, paper cutting, painting Opera Masks (as pictured here) histories and fables. Teachers who participate in Educational Advantage exchanges, are extremely keen to be part of both school and family life. They live as locals and both schools and families throughout New Zealand always benefit by welcoming a teacher into the community."



MLA Orientation

From 1 to 3 February, the Confucius Institute at Victoria University of Wellington (CI VUW) held an orientation training for 57 newly arrived Mandarin Language Assistants.



2017年2月1日至3日，新西兰维多利亚大学举办了汉语教师志愿者的适应性培训。新西兰前驻华大使、维多利亚大学孔子学院理事会主席包逸之先生、维多利亚大学副校长Frazer Allan教授、院长陈雯女士等分别致辞，对志愿者的到来表示最热烈的欢迎。

本次培训活动形式多样，由讲座、学校参观、经验分享、分组讨论等环节构成，分别就如何在新西兰多元文化中生活、如何与新西兰中小學生相处、新西兰中小学教育概览、新西兰中小学的课堂管理、如何在新西兰中小学教中文、第二语言教学的特点、学校开展文化活动支持主题进行讲授。汉语志愿者表示这些内容有针对性地增添了在新西兰进行汉语教学的实战经验，他们获益匪浅。

2月3日下午在结束仪式上，新西兰教育部汉语顾问傅继伟先生和中国驻新西兰大使馆教育参赞陈跃先生分别对汉语志愿者提出建议和希望。（维大孔院 赵叶珠供稿）

By Yezhu Zhao, CI of VUW

COMING UP FOR CHINESE

from 8 May

Chinese Teacher Course - Practicing Chinese Calligraphy

from 11 May

Chinese Language Course for Teachers, Dunedin

13 May

Chinese Bridge Speech Competition, Auckland Region

31 May

Registration closing date for Chinese Short Film Contest

10 June

National Chinese Bridge" Speech Competition, Wellington

12 June

Chinese Teacher Workshop - Teaching Chinese Calligraphy

24 June

2nd Oceania Chinese Teacher Conference

30 June

Submission Deadline for Distinguished Teacher Awards for Chinese Language Teachers

18 August

Submissions close for the 8th New Zealand Chinese Calligraphy Competition

Learn Chinese to make more friends



On 1 April, the Confucius Institute at the University of Canterbury (CIUC), New Zealand together with the Consul-General of the People's Republic of China at Christchurch held the 10th Chinese Bridge Competition finals for the South Island at Lincoln High School.

Nineteen competitors from all over the South Island entered this final round. More than one hundred students' parents and relatives came to the competition venue to support their children. The Chinese Consul-General JIN Zhijian, Chinese Education-Consul Zhai Jianjun, and Diversity and Engagement Adviser from the New Zealand Office of Ethnic Communities Candy Zhang also presented awards at the ceremony and gave speeches.

The topic for this year's competition was "学会中国话·朋友遍天下 (Learn Chinese to make more friends)". Each competitor had three components to their performance: speech, questions and answers, and talent show. One of the judges from the senior category said that it was very hard to decide who the best was, because they all did a great job. For the talent show section, students thought very hard about how they could give a talent performance that was in some way related to Chinese culture. One of the students gave a violin solo of "茉莉花 (Jasmine Flower)", a well-known Chinese tune, another sang the famous Chinese song "月亮代表我的心 (The moon represents my heart)", another one performed a Chinese folk dance to a classical Chinese music piece. All their speeches and performances were applauded by the audience and acknowledged by the judges.

Finally, five students from the senior category were selected to represent the South Island at the New Zealand national competition. Nathan Taylor from the University of Canterbury will represent CIUC to attend the worldwide competition which will be held in China.

Michael Perry from the University of Canterbury also shared his experience of the worldwide Chinese Bridge Competition in China during the award ceremony. He said he made lots of friends from all over the world when he was in China. "We all grew up with different cultural backgrounds and spoke different languages but Chinese brought us together."

Candy Zhang from the office of Ethnic Communities said New Zealand was encouraging diversity and urged more students to study Chinese and learn about Chinese culture. Chinese Consul-General JIN Zhijian quoted statistics from the New Zealand Ministry of Education and said, "More than 300 schools in New Zealand have now started Chinese courses and Chinese has become one of the most welcome foreign languages. The trend to open more Chinese courses is still increasing which means that there are more opportunities for those of you who can speak Chinese, besides you all contribute to strengthening the tie between China and New Zealand."

By Xiaojuan Zhai, Confucius Institute at the University of Canterbury



Introducing Chinese with ALLiS

At Onerahi Primary School language learning was traditionally focused around Te Reo Māori and our school was and still is aspiring to build and develop our capacity in this area. Our school is also passionate about providing our students with learning opportunities that support them to become global citizens and culturally inclusive.

When the Asia New Zealand Foundation came to Whangarei and ran a workshop for schools interested in the ALLiS programme, the information presented left my principal and myself without a doubt that growing Asian language and cultural learning in Whangarei was something that we had to lead and action. We went ahead with our application to the Ministry of Education for ALLiS funding. Although it was no easy task to pull together schools with different cultures, expectations and communities, our schools were united in their belief that the world that our learners are part of is changing, as are the skills that our future school leavers need. Students who will leave our schools with Asian language skills will have unprecedented opportunities. All schools in our cluster agree that forming pathways of learning in Asian languages is an obvious and pragmatic way of ensuring that we are preparing our young people for the world they will live and work within.

Our ALLiS journey, which we went on with a cluster of nine schools, has begun successfully. Hundreds of students across our Whangarei schools now have opportunities to learn about Asian languages and cultures. Staff are engaged in ongoing professional development and the positive profile of learning additional languages is growing within our communities. The amazing support of our external support partners - The Asia New Zealand Foundation, The Confucius Institute and ILEP - have been central to our success.

A central aspect of the role of ALLiS coordinator is communicating a clear shared vision for our cluster. With the support of the SpringBoard trust 'alumni' service, I have developed a project plan that acts as the backbone to this initiative. It provides accountability, direction and helps shape our actions and respond to challenges and problems.

Our cluster has agreed to work together and take action in these areas: Student learning, Curriculum development, Staffing, Professional development, and Events.

Earlier this term, we hosted the 'Asia Friendship Festival' which celebrated the growth of Asian language and cultural learning in Whangarei. Over 1000 students from our group of schools enjoyed performances, stalls and activities that celebrated Asian Language and Culture, including Mongolian throat singers, live toffee sculpting as well as dance and musical performances from students. Thanks to the great success we are already planning for next year's event.

The students thoroughly enjoy their language learning journey. Just prior to one of our ALLiS principals meetings, I asked three of our year 6 students from Onerahi Primary to present some of their Chinese language learning to the principals. The students, who were new to learning Chinese, wrote and presented a play using both Chinese Mandarin and English. The play about a 'kiwi kid' new to a Chinese school beautifully shared the benefits of being a language learner in an increasingly global world. It is still talked about by the principals present that day.

We hope that by building a culture of Asian language learning within our primary and intermediate schools and subsequently creating enough demand for secondary school classes to be staffed through operational budgets, we aim to make Asian language learning sustainable at our schools, even after funding ends. However, we are aware that this will be a significant and imposing challenge, so that we have already started investigating and discussing alternative funding options post 2018.

We do look forward to seeing what our own Ministry of Education offer around continuing to fund the sustainability in Asian language and cultural learning for our schools into the future.

By Matt Dennis, ALLiS Coordinator, Whangarei Asian Language Cluster

Unsung Hero Receives Praise

Karen Hu, Chinese and Maths teacher at Wellington East Girls College, has been awarded Education HQ's 2016 Unsung Hero for the teacher category.



Karen, who has been nominated by her Year 12 students, receives this recognition for the extra effort she pours into her classes in her attempt to spread Chinese culture around the school.

In her nomination for the award, Karen is described as not just a teacher, but as a friend who students can rely on for guidance and advice, going above and beyond to give her students an authentic Chinese experience, applying to the Confucius Institute for extra funding to enable her students to do fun and creative things in class.

To see her hard work appreciated by her students is a great reward to Karen and she says "It is a privilege to have been nominated". She loves her students, and watching them grow into young women, speaking more and more Chinese is hugely rewarding and motivating as a teacher. She is also proud to be part of the multicultural WEGC community, where the unique diversity of each student is valued. The school is a place where creativity is nurtured, resilience is fostered and differences are celebrated. "As teachers, we are focused on student-centred learning, I am surrounded by amazing staff who are highly motivated and committed to the students," Karen praises her colleagues.

She hopes that her award will further underline the importance of learning a second language. Not only as this will open the world up for your students, and will provide them more opportunities for further education and career choices. "Students also become more tolerant to different cultures, since NZ is such a multicultural country", Karen adds.

While her students are fast making gains in learning Chinese, Karen would love to see more and more schools make learning a second language compulsory.

Teaching tip: Going global at grassroot level

The International Capabilities document available on the TKI website <http://nzcurriculum.tki.org.nz/Curriculum-resources/International-capabilities> suggests bringing French-speaking guests into schools and making connections with local French businesses in the region, to harness the cultural and economic wealth available. This makes learning relevant for your students and shows them a future in their language beyond the learning at school. From the French 'Bonne Maman' jam enterprise in Geraldine, to 'So Vintage' furniture importers in Hawkes' Bay and 'J'aime les Macarons' in Christchurch, there is a wealth of French owned or operated businesses, whose employees would be only too happy to speak to your students. Have you also considered bringing in former globetrotting students of your schools to communicate the necessity of speaking another language? What about creating a language-learning newsletter to share with your community with photos of fun happenings in your classroom? Also don't hesitate to email me with requests of partner schools in our French-speaking Pacific. We have many interested in virtual exchanges also. À voir!

There are plenty of ideas to promote the importance of learning any language... Check out [our website](#) for more ideas to raise the bar at Languages Week.

Next issue's teaching tip: Framing your Language's Department Vision.

By Rosaria Campbell, National Adviser for French, ILEP

french@ilep.ac.nz

New blog

Voici le nouveau blog pour l'enseignement du français en Nouvelle-Zélande <https://sites.google.com/ilep.ac.nz/nfa/accueil>

Vos suggestions et contributions sont bienvenues.

COMING UP FOR FRENCH

17 May (Auckland)

22 May (Wellington)

29 May (Christchurch)

[Literature-based workshops](#) with French author Janine Kotwica

Mélanie en primaire

Avant de venir en Nouvelle-Zélande, je n'avais jamais travaillé dans l'enseignement. L'expérience la plus proche que j'avais, était d'avoir donné des cours particuliers. Je suis arrivée avec ma vision française de l'éducation et dès que j'ai mis le pied dans une classe néo-zélandaise, j'ai été très étonnée. La première chose qui m'a frappé est la disposition de la salle de classe. Les élèves sont assis en groupe et apprennent ainsi à travailler ensemble tandis qu'en France, les élèves sont assis en rangée. Cela peut paraître insignifiant mais c'est un détail qui fait la différence !

Un autre élément déstabilisant auquel je m'habitue peu à peu est cette agitation permanente dans la salle de classe. En primaire, les élèves passent leur temps entre travailler à leur bureau et être assis par terre devant le tableau. Ce dernier point m'a choquée: c'est quelque chose d'inimaginable dans une école française. L'école primaire en Nouvelle-Zélande est vraiment un endroit pour permettre aux enfants de s'épanouir et de s'amuser tout en apprenant. Alors qu'en France, les enfants sont là pour apprendre.



Image credit to nzstory.govt.nz

Le défi que je rencontre chez les collégiens et les lycéens est d'attirer leur attention mais également de canaliser leur énergie. Ils interpellent très souvent leur professeur pendant le cours même lorsque ce dernier s'adresse à eux. Je crois que c'est dans ces moments là que j'essaie d'appliquer la "discipline" de l'école française pour que chacun puisse s'écouter et se respecter. Je demande souvent aux élèves de lever la main pour que je leur donne la parole.

Bien sûr, l'apprentissage d'une langue est abordée différemment en primaire et dans le secondaire: les attentes et les objectifs ne sont pas les mêmes. En primaire, on veut faire découvrir le français aux élèves et leur faire prendre conscience qu'il y a un monde au-delà de la Nouvelle-Zélande mais aussi leur donner un avant-goût de ce qu'ils pourraient faire une fois dans le secondaire. Ils apprennent très rapidement. Alors que dans le secondaire, les élèves ont fait le choix du français pour telle ou telle raison. C'est drôle de voir que les clichés sont toujours les mêmes et de les déchiffrer avec les étudiants. Au collège et lycée, les élèves choisissent d'apprendre le français et l'apprentissage se focalise sur la réussite aux examens.

Je jongle entre les deux et cela m'apprend à m'adapter à des contextes, des niveaux et des mentalités différentes. J'apprends énormément de choses sur le système éducatif en Nouvelle-Zélande et sur moi-même notamment à improviser et à ne pas avoir peur du ridicule surtout avec les primaires.

By Mélanie Mathey, Foreign Language Assistant



French Film Festival

The annual Alliance Française French Film Festival was a roaring success, with many schools and teachers seeing this opportunity as a wonderful way to experience the magic of French culture and language.



Dorothee Basel, Director of the Alliance Française French Film Festival

The Education Outreach Programme provided supporting documents for teachers to use to accompany movie screenings. From *Odyssey*, featuring Jean-Jacques Cousteau, the delightful 'Things to Come', starring Isabelle Huppert to 'le Voyage de Fanny', the Film Festival struck a chord with adults and youth alike.

Thanks go to Dorothee Basel, the Alliance Française French Film Director, who collaborated with teachers, Alliance Française staff across the country and the NFA to ensure the festival captured the hearts of educators and students.



Rosaria Campbell (ILEP), Deborah Walker-Morrison (University of Auckland), Danielle Payne (NZAFT President), Morgan Patterson (ILEP)

NZAFT News

Aurelie Kerbellec has taken over the role of Vice President for the NZAFT from Florence Tournie.

Aurelie has been teaching French at Westlake Boys High School since 2010 and has been a Regional Officer for the NZAFT in the past. She is a passionate and dedicated French teacher who will be a great addition to the team. As part of her role as VP, Aurelie will be playing a key part of recruitment and support of the NZAFT Regional Officers.

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



“L’approche actionelle” - A workshop with Manu Menard

Manu Menard, teacher and author of the ebook “Taking the Plunge”, has previously showcased his task-based teaching strategies at various LangSems and NZAFT conferences. By challenging current teaching practices and removing socially constructed obstacles, he hopes to help bridge some of the gaps between the theory on task-based learning (TBL) and its actual implementation in a New Zealand classroom.

In February this year, just before he moved back to his home country France, more language teachers across New Zealand were given the opportunity to gather some of Manu Menard’s expertise and knowledge as ILEP National French Adviser Rosaria Campbell organised four workshops with Manu Menard in Hamilton, Napier, Christchurch, and Dunedin. At these workshops, teachers learnt about the value of real-life communication centred around a practical task which is relevant to the students’ needs, connects directly to an authentic context and allows students to work together to accomplish a meaningful end product with a social outcome.

According to Manu Menard’s work, the TBL approach ties in with the New Zealand Curriculum on several levels:

- TBL requires understanding, thinking, engaging, and evaluating
- TBL develops the key competencies of managing self, relating to others, participating and contributing, thinking, using language, symbols and text
- TBL applies principles of cooperative learning which enhances positive interdependence, individual responsibility, individual and group reflection, skills to work in small groups, and face to face interaction
- TBL fosters intercultural and IT competencies which are highly valuable in our increasingly global world
- TBL promotes student-centred learning and lifelong learning skills

In this particular workshop series another element was added to the mixture as Manu Menard and Rosaria Campbell wove a “tech” aspect into the task-based approach, combining it with the Substitution Augmentation Modification Redefinition (SAMR) model. The participants learnt how to embed technologies into task-based learning in a coherent framework. As they left with ready-to-use resources in their virtual pockets, the teachers could hardly wait to put those into practice. The success was immediate as teachers soon reported positive outcomes. Only a day after she attended the workshop in Napier, Karen Stockill, French teacher at Taradale High School reported back to the National French Adviser: “I used some of the interactive exercises Manu showed us yesterday - awesome! After a shopping cart activity, a student who never contributes and has been convinced he doesn’t know any French, was able to give an answer in front of the class. You should have seen the pride on his face! Priceless!”

Watch out for an article on the workshop and TBL in the next PLD Focus of the Education Gazette.

Grußwort

Ich wünsche allen ein gutes Term 2 und hoffe, die Ferien waren entspannend und anregungsreich.

Nach einer sehr gelungenen Jo-Jo-Tour mit dem fünffachen Jo-Jo-Europameister Dave Geigle durch sieben Schulen auf der Nord- und Südinsel (s. ausführlichen Bericht), haben wir kürzlich beim

„Talkfest“ in Dunedin das Autobahnspiel durchgeführt. Das war eine sehr gelungene Sache! (Diejenigen, die bei der Lehrerkonferenz vor zwei Jahren waren, erinnern sich, wie viel Spaß es auch uns als



Erwachsenen gemacht hat – umso mehr den Jugendlichen!). Wir wären euch dankbar für Kontakte besonders zu Intermediate Schools in eurem Umkreis, um die Schülerinnen und Schüler auch dort interaktiv mit Deutsch(land) bekanntzumachen – in der begründeten Hoffnung, dass die Eindrücke von dem Spiel dann in der Sekundarschule zu einer Wahl des Faches Deutsch mit beitragen.

Was steht noch in diesem Term an? Wir haben gerade das diesjährige Kurzfilmfest für neuseeländische Deutschlernende aller Stufen, von Grundschule bis Universität, aus der Taufe, das unter der Überschrift steht: „Yo-Yo – Mehr als Auf und Ab!“ Einsendeschluss wird wieder Ende von Term 3 sein. Die Teilnahme-Formulare und weitere Informationen findet ihr demnächst auf der ILEP-Webseite. Aber zunächst freuen wir uns auf die nationale Deutschlehrerkonferenz im Juli mit einem wieder sehr anregungsreichen und aktuellen Programm.

By Heike Papenthin, National Adviser for German, ILEP

german@ilep.ac.nz

COMING UP FOR GERMAN

20 June
Application Deadline
Deutscholympiade Asien-Pazifik

8-10 July
Biennial Conference for Teachers of German,
Goethe-Institut Wellington

Throughout Term 2
Scholarship interviews for Year 12 students
in all parts of the country



A warm welcome for scholarship students Melanie (mid-left) and Azaria (mid-right)

Mein Austausch in Deutschland

Growing up, I often heard people claim that their overseas experiences were “the best time in their lives.” It’s not that this seemed unreasonable to me, but I wondered how they could say that when they hadn’t experienced all of what was to come in their lives. However, after my experience in the beautiful country of Germany, I can truly say that it was the best time of my life.

My first night with my German family is something I won’t ever forget. Ella had her mother make me my favourite dish, lasagna, for dinner. It was delicious and also happened to be my host brother, Finn’s, favourite dish too. We sat and chatted at the table for an hour after all of us finished dinner, which turned out to be something we did every night. This was a really nice experience as my family back in NZ never spend time together like this. It was also a great way to improve and practice my German. They all made sure I understood everything, they spoke slower and clearer when needed, and I swear they had to explain things to me like 3 times that night.

I was super excited to experience a German school. Although it was hard for me to make good friends outside of Ella’s group due to my limited German, through our English lessons I was able to laugh and joke along with them. I took all the same subjects as Ella except I took Spanish instead of Latin. I was a bit nervous being without her but I sat with her friend Merle, who was absolutely lovely. It wasn’t always easy going to a school where I was both the new kid and the exchange student, but I thoroughly loved the experience and the people and teachers that I got to meet and talk to. Everybody made sure I felt welcome and made conversation, listening intently as I stumbled over my German here and there. They were all so quick to compliment me on my language skills which made me confident to keep talking.

My host family did an amazing job at showing me heaps of things that Germany had to offer. Being in Hamburg, it was easy to just catch the train, ride for about 30 minutes and be in a completely new place. The city life and tall buildings, and all the opportunities for fun, was just so exciting to me, after living in a small town all my life. I picked up the hobby of ice skating, and even tried American Football for the first time. This really changed my outlook on life and new activities. Before coming to Germany, I would have shuddered at the idea of being tackled, but in fact it was a lot of fun!

It’s really hard to simply sum up the whole exchange, but if I had to do it in just a few words, I would say it was a real life-changing event. I met new friends that I’ll have for a lifetime and learnt many new things about myself. My German also improved so much, and I discovered the beauty in trying new things and putting myself out there. To anyone thinking of doing an exchange but is hesitating, maybe because they feel their German isn’t “good enough” or they aren’t the biggest extrovert, I say definitely go for it. It changes you more ways than you’d think, and is also just really, really fun.

Lastly, I’d like to say a huge thank you to everyone who had a part in getting me to this amazing experience.

By Azaria Sheppard

A [full report of Azaria’s experiences](#) can be found on the ILEP website.

Currently, Heike Papenthin is interviewing applicants for the next NZGSE scholarship at their schools.

Up and down, round and round, and "Eins, zwei - hoch!"



Last month, the Goethe-Institut brought the yoyo to New Zealand schools. Possibly, a yoyo might not be amongst the first things that pop into your mind when you think of Germany but - unlike in New Zealand - just about any German kid would have played with it at one point.

To deliver the trend sport as well as a good dose of German authenticity to New Zealand schools, the Goethe-Institut had invited a true champion. Berliner Dave Geigle, European Yoyo champion for five consecutive years, from 2009 to 2014, visited schools in Auckland, Wellington, Christchurch and Ashburton on a tour on which German National Adviser Heike Papenthin accompanied him.



While the kids mastered their first tricks with the yoyo, they also brought their German skills into action, introducing themselves, asking Dave questions and learning some new essential words such as 'Schnur' and 'Mittelfinger'. Even the Year 9s, who have only just had their first few weeks of German, were surprised at how much they could put their German into use and none of them struggled to follow instructions such as 'Eins - zwei - hoch'. Heike Zimmer, German teacher at Lynfield College, was delighted about the opportunity for her students to try a trend sport while speaking German with someone outside their school. "When students have fun they learn. They have certainly done both today," she said.

Dave has been playing yoyo since he was at primary school and got his first yoyo as a present from Nikolaus. When he found out that it was actually possible to play two yoyos simultaneously, he was hooked. After his fifth win of the European Championships in 2014, he stopped participating in competitions at the height of his career. In his main job, Dave works at the Corporate Strategy Department at Deutsche Bahn but also owns his own yoyo company, iyoyo, which produces in Germany as well as in China. He still carries a yoyo around with him all the time and practices whenever he can, including the occasional conference call. Once a month he offers free workshops at the local youth club in his Berlin Kiez. Having become an ambassador for German in New Zealand delights him and he hopes for more opportunities to promote German language learning in the future.

The similarities between the two arts of yoyo and learning a language are obvious to Dave: "It's the same process. Practice, repeat, practice - that is how you learn, achieve, and master a task." He has certainly set a most impressive example of that for many students of German in New Zealand over the past few weeks.

A [German interview with Dave](#) from a few years ago can be viewed on youtube.



Biennial Conference for Teachers of German in Aotearoa New Zealand

Term Two started on 1 May and the term will finish for teachers of German with the biennial conference held at the Goethe-Institut.

From 11am on Saturday, 8 July until 4pm on Monday, 10 July, German teachers will gather in Wellington to refresh and exercise their German language skills, explore and share the latest pedagogy and immerse themselves in the culture of the German speaking countries.

This is a chance for teachers from all sectors and all parts of New Zealand to come together and share ideas and resources, catch up with friends and then enjoy the July holidays having been refreshed, inspired and challenged.

By Judith Geare, Goethe-Institut New Zealand



Schüleraustausch - eine Erfolgsstory

Im April feierte der Bayerische Jugendring das 25-jährige Jubiläum seines individuellen Schüleraustauschs in Neuseeland mit einem Festakt in Wellington. Bisher haben bereits über 1200 Jugendliche an dem zweimonatigen Austausch teilgenommen.



Viele Organisationen und Einzelpersonen engagieren sich im Schüleraustausch:

Das Land Nordrhein-Westfalen kooperiert mit der neuseeländischen Regierung und der Koordinatorin Sprachlehrerin Margot Glaser-Braun ([Tauranga Girls College](#)).

An vielen Schulen wie z.B. Ashburton College, Lynfield College und Green Bay High School organisieren engagierte Lehrkräfte in Eigenregie Austauschprogramme mit Partnerschulen.

Auch die neuseeländische gemeinnützige Stiftung [NZIU](#) organisiert Schüleraustausche, und das Ministry of Education vergibt [Language Immersion Awards](#).

Teacher Language Immersion Award

Konnichi wa! I really wanted to see what Japanese primary schools were like, so I spent a week visiting 4 local primary schools! The expectations of my visit were quite different in each school ranging from talking about myself/ NZ culture for 30 minutes in each class, to being an observer and nipping in and out of classes, to helping in English lessons, and to doing a 30-min presentation to the whole teaching staff (of a really big school!!!!). Each experience was awesome in its own way!



Each school made me feel incredibly welcome, one principal (the only female one) had been to NZ before so she decorated her office with sheep and All Blacks memorabilia! All schools had "welcome" signs and one school had an actual welcome party for me with sushi! The best part of it all was I found a school small and similar to my own, so now we have a sister school. When sharing NZ culture the two things that came in extremely handy was NZ money - they couldn't believe it was plastic - and a NZ map tea towel. Oh and one more thing - MOANA the movie is huge right now... great intro to talk about Maui and Maori culture! All in all, a very great experience.

You can also [watch a video](#) about my experience.

By Tania Watters, Kaimata School

For more information on the Language Immersion Award, please contact info@afs.org.

COMING UP FOR JAPANESE

8 June
NCEA Workshop for Senior Secondary Students

16 June
NZ Schools Japanese Trivia Championships

11-13 August
Cross-Sector Professional Development Workshop for Japanese Language Educators,
Massey University, Wellington,
in collaboration with Sasakawa, JSANZ,
NZALT, NZAJLT, and Japan Foundation



Japan Fellowship (Australasian Principals' Advocacy Trip, February 2017)

At the beginning of this year, I was lucky enough to join 16 Primary and Secondary Principals, along with four Ministry Officials from across New Zealand and Australia on an Advocacy Trip to Japan. The purpose of the trip was to develop an understanding of the Japanese language and culture.

Our first port of call was Tokyo and we arrived on a stunning winter's day. We travelled to the top of the Tokyo Skytree and had unhindered views across the expanse that is Tokyo city. The view was so clear we got to see Mount Fuji off in the distance, a drive of over 140km if you had the time.

A highlight for us was our visit to Koishikawa High School, a combined Year 7 - 12 high school. I was impressed to note that their motto (Determination, Exploration, Creation) was evident in their teaching and learning methods and we were able to see this as they taught an English Language lesson as part of their follow-up to their trip to Australia. The students presented to their class a hypothesis on an aspect of Australian life and then had to present their findings through a Powerpoint presentation. The level of thinking, evidence gathering and fun was obvious!



While Tokyo was all about the future of Japan, our trip to Kyoto would be best summarised as a journey to the past. The group stayed at a Ryokan, which is a style of traditional Japanese accommodation and got experience sleeping on the floor (on THE MOST comfortable mattress I have ever felt!) enjoy traditional meals and also the bath-house.

Our time in Japan was punctuated by trips to temples and castles and this again highlighted the long history of this magnificent country.

What really stood out for me on my trip was the pride the Japanese have for their country, their history and their people. Everyone I met was happy to share an insight into their piece of the country and the language barrier was no barrier at all as most people I spoke to could speak at least a little English.

If you have the opportunity to travel to Japan, either with a school group or by yourself, then I highly recommend doing so.

By Toby Stokes, Crofton Downs Primary School



Dancing at Japan Day



We are a Japanese Yosakoi Soran Dance group, and we have been introducing Japanese culture through this exciting performing art in Auckland since April 2003 so we just celebrated our 15th anniversary. Ever since the team was formed, we have been performing at Japan day. It is the annual highlight of our

events. Every year, we are the first performer to liven up the opening ceremony. This year 30 of our 40 members ranging from 7 right up to 70 year-olds, participated in the event. Over the years, there have been over 300 people who have been in the group, with members from Japan, Korea, Vietnam, China, Taiwan, France etc. joining us. We all love the fact that anyone can join in and enjoy the group, regardless of their nationality, age or gender, and there are no language barriers in our activity. Yosakoi Soran dance represents the modern Japanese festival. It's not an old traditional culture, but instead Yosakoi Soran Dance has a great mixture of old traditional and modern Japanese cultural essences.

Japan Day is a great opportunity for Japanese people in NZ to introduce some of their culture, customs and food to New Zealanders who may not otherwise have the chance to experience it. We hope that this goes a little way to help deepen Kiwi's cultural understanding of Japan.

It is also a chance for Japanese people living here to become nostalgic and indulge ourselves in aspects of Japanese life that we are unable to enjoy on a regular basis! Also for kids with Japanese heritage born in NZ, it gives them a rare chance to be immersed in Japanese culture and stay in touch with their roots.

By Misa Kinoshita, Southern Stars
<http://www.yosakoinz.org.nz/>

Consul General's Commendation

On 3 March, five recipients were awarded the [Consul General's Commendation](#) for remarkable contributions to the promotion of Japanese language in New Zealand: Secondary school teachers Michelle Lodge (Botany Downs Secondary College) and Kazue Takeda (Liston College); cultural recipients Eleanor Goldsmith (Aoteakai Tea Ceremony Club) and Takako Martin (Ikebana International); and Dallas Nesbitt, Senior Lecturer in Japanese at Auckland University of Technology (AUT) and Co Vice-President of Japanese Studies Aotearoa New Zealand (JSANZ).

Dallas studied Japanese at Waikato University, taught Japanese at Howick College and Lynfield College, and has been a Japanese lecturer at Auckland University of Technology since the course was set up in 1988, except for two extended stays in Japan totalling five years, and 10 months working in Italy. She was surprised and honoured to receive such a prestigious award but also felt there are many other deserving teachers who do a wonderful job and have the same passion for teaching Japanese.

"Japanese language educators need to be flexible in dealing with the many challenges they currently face such as fewer students learning the language to an advanced level, students with less time to devote to language learning, and changing perceptions about which languages are more desirable or useful to learn", Dallas says.



Nevertheless, she sees a positive future for Japanese language learning in New Zealand. Dallas is involved in a Japanese language cluster that currently has 500 primary and intermediate school pupils at Balmoral School enjoying weekly Japanese lessons. "The ongoing support received from the Japanese Consulate, the Japan Foundation, and the Sasakawa Foundation for Japanese Language Education allows us to continue to promote Japanese and to continue to build on the deep and abiding relationships we have between Japan and New Zealand", she adds.

Hanging out with Korean students!

Over the last two weeks of Term 1, we brought the fascinating world of Korea into the classroom through a live hangout session with a school in Korea. Our Korean students have experienced the excitement of meeting Korean high school students, getting to know them and their culture through Google Hangouts.

The students have been enthusiastic about getting to know each other. Some questions asked were "What do you eat for lunch?", "What sports do you play", "Which K-pop star do you like?" etc.



They enjoyed communicating in English and Korean, along with sharing K-pop music in their sessions together.

This has been a great opportunity for us both in NZ and in Korea. Many students have been involved with the introductory sessions and Q&A Sessions, with plans for more virtual exchanges where they can further experience this special chance to be more involved with Korean culture.

The video of the session can be viewed online <https://drive.google.com/file/d/0B8G4WEt0yUQOWVLaVl0QXR1aXc/view>.

By Sue Kim, Logan Park High School



COMING UP FOR KOREAN

every Monday
starting 1 May
Free Korean classes for teachers

every Monday or Wednesday (Foundation)
every Friday (Intermediate)
starting 3 May
[Korean Calligraphy classes](#),
Korean Education Centre

15 May, 9am-3pm
Workshop for teachers of Korean,
Korean Education Centre



Korean from Year 1 to Year 12 - ALLiS Cluster Hobsonville Point

While the issue of sustainability in language learning remains a hot topic on the agenda of the language learning community, in an outstanding cooperation the ALLiS cluster of Hobsonville Point Primary and Secondary school has started to offer a Korean language option from Year 1 right through to Year 12.

This move, which has largely been facilitated through the funding from the ALLiS programme provides and an additional Memorandum of Understanding that the school signed with the Korean Education Centre, owes its initiation to just one keen student and one dedicated teacher. When a student kept expressing a deep interest in learning Korean, the school's ESOL teacher Regina Kim suggested to the principal that she could teach her, one-on-one and before any funding.

While Regina has taught Korean in Korea for ten years, this was the first time she taught a non-native Korean. She soon gained confidence which increased further when she attended the ILEP consolidation programme in 2016. "The consolidation programme helped me a lot about the teaching methods to use, about using target language in class", Regina says. "My students' understanding of Korean has improved considerably and they cherish the authentic input."

Now that the school cluster is in its last year of the ALLiS programme, the numbers of students who are learning an Asian language have increased, especially for Korean and for the first time at Hobsonville Point Secondary School two non-native Korean learners will be taking NCEA level examinations.

By introducing Asian languages from Year 1, the cluster schools have created an uninterrupted pathway for Asian language learning. The differences in teaching at primary as well as at secondary school present their own rewards and challenges. "The young students are like sponges", Regina Kim says. "Their enthusiasm and self-confidence often paired with fearlessness is very different from teenagers' more cautious interest which is often combined with a fair amount of respect towards the new language." Starting at an early age has clear advantages, Regina Kim and Heidi Burris agree. Heidi teaches Japanese at Hobsonville Point Schools. She is the Head of the Languages Department and also the Coordinator for the ALLiS cluster. The benefit of learning languages at an early age is that it is mainly fun, she says. "They learn and have fun at the same time and they bring that enthusiastic attitude into class."

The teachers readily took on the challenge they were facing and with their positive attitude and flexibility they are now mainly looking forward, hoping that their schools will be able to maintain their extraordinary language learning option which provides so many opportunities, especially in our globalised age and New Zealand's changing demographics. "You can add language as a skill to basically any job you would like to do," one NCEA level student says, "It is not a waste of time." With so many language teachers, Heidi and Regina share the same dream: To see language learning move out of its niche existence in the New Zealand education system.

Illustrating the success of the Hobsonville Point Korean programme, Regina's first non-native Korean student was meanwhile invited by the Korean government to travel to Korea on an education programme for ten days. She had an amazing time.



Student's artwork "King Sejong the Great" (creator of Han-geul, Korean alphabet)

“It is not done yet”

Yoomi Won has been the Director of the [Korean Education Centre \(KEC\)](#), the overseas Korean education institution representing the Korean government in New Zealand, since December 2014. Since its opening in 2012, the centre has already achieved some remarkable milestones. Now in her third and last year in office, Director Won says “it is not done yet”.

Korean Language Mentor Hyun-Joo Kim and ILEP Community Engagement Coordinator Tina Kosleck met Director Won at her Auckland office for an interview.

How would you describe your role as Director of the KEC?

There are about 40 Korean Education Centres all across the world and their work very much differs depending on the location. As the New Zealand Centre is relatively new, there is still room for me to further define its mission but I would say that my most important goals for the past two years have been to promote Korean language and culture and make them accessible to the New Zealand mainstream society. I describe my responsibilities as Director in three categories:

- Promote Korean in local NZ schools, which we do through funding of teachers and resources, Professional Development opportunities
- Offer free Korean language evening classes to anyone interested. Merely through word-of-mouth recommendation, at the moment we have about 120 students enrolled in those classes across New Zealand with a large number being on the waiting list.
- Support Korean Community schools for immigrant children. There are about 20 of those schools in New Zealand.



What do you feel most passionate about?

I would call it the infrastructure of learning the Korean language. I need to strengthen a rather weak infrastructure in New Zealand, and already, we are registering considerable successes by combining four key elements which function like pieces of a puzzle. When you put those together they create the ‘big picture’ of how to bring the Korean language closer to New Zealand society. Those are:

- Training and provision of teachers
- Developing Korean curriculums and resources
- Promoting knowledge about Korea within schools and communities
- Increasing numbers in NCEA Korean with NZ Secondary Schools

What benefits does learning Korean and learning any other language have?

Korea is the fifth important trade partner to New Zealand, Korean are the highest number of international students here. Being able to speak Korean broadens your opportunities on a very practical level, in the job and trade market which can also have considerable economic benefits. But also and maybe even more important it sharpens your communicative skills in general and broadens your horizons on the social and emotional level. A vital trait, especially for the “Nomad generation” that we expect our children to be part of.

What are your plans for the future?

We have been able to introduce Korean language to 29 Auckland schools so far, covering all year levels which is quite exceptional. We are hoping to get more regions involved in the future and we expect online learning to play a key role in this process. Other services too are being introduced in other regions including the South Island. The Test of Proficiency in Korean (TOPIK) is now being offered in Christchurch, too. Our plan is to achieve as much as possible with the resources and the staff we have. Sustainability is one of our major goals, to establish a pathway for students where they can learn Korean throughout their entire school career, from Primary School through to all NCEA levels. Once this has been achieved, we will be able to further increase the demand for Korean. It is not done yet – and neither am I!

Korean Classes for Teachers

In collaboration with the Korean Education Centre (KEC), ILEP has started to offer a free Korean language course for beginners at their offices from Term 2 2017.



This ongoing ten week beginner level course is intended for teachers who have no or very limited knowledge in Korean language but are interested in teaching Korean language and culture in New Zealand schools in the near future. It aims to give teachers an understanding of the Korean language and to help acquire a basic level of communicative competency in Korean.

The course is free and will also be offered in Term 3 and Term 4 on the following dates.

Term 3 – Monday, 24 July 2017

Term 4 – Monday, 16 Oct 2017

Please sign up by emailing your contact details to hj.kim@auckland.ac.nz by Friday, 14 July for Term 3 and Friday, 6 October for Term 4. Pre-service teachers are also welcome to express their interest.

Korean Day

On 1 April, the Korean Day was held at the North Shore Events Centre in Auckland.

Through art performances, games and crafts and of course food and beverage, the community provided an insight into traditional and modern Korean culture.



Bailando en la clase de español

One of our priorities as language teachers is to deliver our teaching in an enriched and interactive environment that is multisensory and suits our students' different learning styles. Dance, as a medium of communication and expression, provides second language students with an opportunity to immerse themselves in the target language and to learn about diverse cultures. In addition, dance boosts students' confidence and self-esteem, and fosters collaboration and teamwork when performed in a group.



The Spanish Programme of the University of Canterbury, acknowledging the usefulness of dance as a great second language learning tool, and in order to foster the collaboration and advocacy for the Spanish language in New Zealand, is coordinating the Spanish Dance Video Project 2017, and invites all Spanish language teachers and students of secondary and tertiary schools in New Zealand to participate. The 2016 project, which involved teachers and students from the University of Canterbury and some secondary schools in Christchurch, was very successful. Students and teachers had a lot of fun and the result was a [wonderful video](#).

This year we are going national!! You're more than welcome to tag along. We are going to dance to [Chayanne – Madre Tierra](#). Feel free to contact us at victoria.escaip@canterbury.ac.nz and sergio.redondo@canterbury.ac.nz. The deadline to submit the videos is 30 June, so if possible please contact us before 31 May.

By Victoria Escaip, University of Canterbury

COMING UP FOR SPANISH

20 May
Spanish Immersion Camp, Ngaruawahia

23 May (Wellington)
30 May (Christchurch)
8 June (Dunedin)

Spanish Intercultural Workshop

27 June
National Debating Competition,
Kristin College, Auckland

30 June
Spanish Dance Video Project - Submission
Deadline

¡Bienvenido, Cristóbal Gutiérrez Carrera!

As we bid farewell to Pablo Mateu García whose placement in New Zealand came to an end at the end of January 2017 after five years, we are welcoming [Cristóbal Gutiérrez Carrera](#) to New Zealand and to his shared role as National Advisor for Spanish and Education Attaché at the Embassy of Spain in Wellington.



In the course of his professional career, Cristóbal has been able to gain several perspectives on education. As well as bringing the experience of many years of teaching English and Spanish at secondary schools in Spain, Portugal and Canada to his new role, Cristóbal's responsibilities included a lot of teacher training when he worked as an Adviser for the Spanish Embassy in Brussels and Luxembourg. For the Spanish Ministry of Education in Madrid he was in charge of Spanish schools abroad as Head of the International Programmes Unit, and was part of the Spanish delegation to the Board of Governors of the European Schools.

Cristóbal is a true language enthusiast who can communicate in more languages than can be counted on the fingers of one hand. He feels extremely lucky to have been able to turn this passion into a professional career where language and education have always complemented each other.

As a very flexible person, who likes change and exploring different countries, cultures, and work environments, Cristóbal is now keen to find out about the Kiwi way of life. In his new role, he hopes to make his contribution towards the recognition and appreciation of languages in New Zealand in general and particularly within the education sector. He is very excited about meeting all those Spanish aficionados and aficionadas in the country, finding out the teachers' needs, and the fields and areas that require attention.

Cruces de Mayo

With the arrival of spring, many of the Spanish-speaking countries celebrate a festivity, treasuring several centuries of history: las Cruces de mayo. In Spain, this celebration is particularly well-known in the centre of Granada. "El Día de la Cruz" started as a Christian celebration where adults and children used to set up altars



on the streets and decorate them with a cross. Nowadays, almost all the religious connotation has disappeared and so on this day people celebrate their Andalusian heritage.

Associations from different neighbourhoods and suburbs all over the province meet, organise and create their own "Cruz" in the squares (plazas). Then, on the third of May, people from Granada and tourists tour around the different "cruces", eating and drinking traditional food and drinks such as sangría or beans with salty bread (habas con salaíllas). They dress up in flamenco dresses and sing and dance as well.

The cruces are really original, but they are always decorated with some traditional elements: Flamenco shawls (mantones flamencos),

Fajalauza ceramics (cerámica de Fajalauza), copper handicrafts, roses... It is also very common to find an apple with a pair of scissors on the altars. The apple represents all the bad comments an altar can receive. In Andalusia people sometimes call an apple "un pero," instead of "una manzana," so "pero" becomes a polysemic word there, which also means "but".

The most visited altars are located in the Albaicín and the Realejo quarters, because they are the most traditional areas. However, there are altars spread all over Granada and there is even a contest carried out by the city council to determine the best "Cruz".

By Carmen Vílchez Quirós, Foreign Language Assistant

STANZA - Spanish Immersion Weekend 2017

Los días 10 y 11 de marzo celebramos el famoso “Encuentro anual de profesores de español en Nueva Zelanda” en el Retreat Kawaipurapura en Albany, un lugar idóneo para este tipo de eventos. El propósito general es pasar un fin de semana de inmersión total en la lengua y cultura hispana y brindar una oportunidad única para conocer a profesores de otras escuelas con los que intercambiar ideas. Además, nos sirve para estar al día con los últimos métodos pedagógicos e ideas prácticas para llevar directamente al aula.

La mayoría de participantes era de Auckland y alrededores, aunque esta vez también contamos con profesores de Whangarei, Rotorua, Palmerston North, Havelock North, Wellington y Christchurch. Nos encantaría que más profesores de todas las partes del país se animaran a participar en el próximo encuentro.

Una vez más logramos presentar un programa muy completo, variado y con un buen equilibrio entre teoría y práctica totalmente relevante para nuestras clases. Para ello, contamos con presentaciones buenísimas e interesantes de profesores del sector de primaria, intermedio, secundaria y universitario (Waikato, Canterbury, Massey, Auckland y AUT). Agradecemos enormemente la colaboración voluntaria de todos los colegas de diferentes escuelas y universidades que nos apoyan y ayudan de manera tan desinteresada con presentaciones relevantes y de muy alto nivel.

El programa de este año lo empezamos con la presentación de nuestro nuevo Asesor Nacional, Cristóbal Gutiérrez Carrera, que prácticamente acababa de llegar al país e incorporarse a su nuevo puesto, e incluyó estas presentaciones: Actividades para principiantes: perspectiva desde la escuela primaria; La palabra rota; Scholarship Spanish & “Update on NZQA NCEA Best Practice workshops”; Actividades interculturales con principiantes; Plantando la semilla intercultural: de la teoría a la práctica; Música y Ritmo en las clases de español. Un lugar para cada cosa y cada cosa en su lugar; Experiencia en Salamanca: Un destino fantástico para profesores y estudiantes.

Como parte del programa siempre tenemos comida típica e incorporamos algún evento cultural. Este año hemos tenido



la suerte de poder contar con un gran artista internacional y cantautor panameño que estaba de gira por el país, Rómulo Castro, que junto con Leonel Alvarado, Director del Departamento de Español en la universidad de Massey, nos deleitaron con un concierto extraordinario al que llamaron: “Música y poesía del Caribe al Mar de Tasmania”.

Si no sabes mucho sobre STANZA, nuestra Asociación de Profesores, o todavía no eres miembro, por favor, échale un buen vistazo a nuestra página web <http://www.stanza.org.nz/> y ponte en contacto con nosotros cuanto antes. Cuesta poco inscribirse y merece la pena ser parte de una Asociación tan importante y activa, cuyo interés es simplemente apoyar a todos los profesores de español del país.

En resumen, el equipo ejecutivo de STANZA continúa organizando los Immersion Weekends para todos vosotros y esperamos que esta información os anime a participar en el evento del próximo año, posiblemente el último fin de semana de febrero. Os enviaremos la información oportuna junto con formularios de inscripción a finales de año.

¡Espero que nos veamos en el IW 2018!

By Gloria Vázquez, STANZA Vice President

Los Patios de Córdoba

Córdoba, una de las ciudades más visitadas de España, posee un evento cultural que congrega cada año a turistas de todas partes del mundo: la Fiesta de los Patios.

Durante la Fiesta de los Patios, que se celebra durante la segunda quincena del mes de mayo, los vecinos de algunos barrios de la ciudad abren las puertas de sus casas para que los turistas entren libremente a disfrutar de sus patios, adornados y decorados con multitud de flores y plantas. De origen romano y adaptado después por los árabes, el patio es un lugar descubierto de la casa cuya función es iluminar y ventilar el resto de las habitaciones.

Aunque los orígenes de esta celebración se remontan a la década de 1920, ha sido a raíz de su declaración como Patrimonio Cultural de la Humanidad por parte de la UNESCO en el año 2012, cuando ha conocido su máximo esplendor.

Es fácil perderse por una selva de flores plantadas en arriates o macetas que descansan sobre las blancas paredes y rincones de los patios. Si a todo esto añadimos los pozos y las fuentes que también decoran los patios, nos encontramos ante una postal llena de color, luz y alegría donde la vegetación y el agua se unen para recordarnos el pasado árabe de la ciudad.

Sin duda, un evento de obligada visita para todo aquel que quiera sumergirse en el verdadero espíritu de esta histórica ciudad.

By Sergio Muñoz Padillo, Foreign Language Assistant



ALLiS Conference

The ILEP team relished the opportunity on 14 and 15 March to network and offer curriculum support to all Round 1 and 2 ALLiS clusters who attended the Ministry of Education ALLiS conference in Auckland.

The focus of the two day conference was on building sustainability within learning languages programmes so Language departments in schools can function autonomously when their funding cycle has ended.



The two days provided an excellent opportunity for attendees to network and hear first hand what other clusters are doing successfully as well as sharing ideas and questions around the challenges of delivering learning languages programmes. Attendees heard about teachers who are currently immersed on a Language Immersion Scholarships as well as innovative pedagogy such as flipped learning environments.

The ILEP team reminded attendees of the wealth of opportunities on offer to teachers of languages such as immersion scholarships, year long curriculum support programmes and the online Moodle platform which features a discussion forum, pre-prepared resources and much more.

The opportunity to discuss collaborative practice moving towards sustainability gave attendees a chance to delve further into what works well and what next steps are needed to continue offering students the best quality learning languages programmes across Aotearoa.

By Morgan Patterson, ILEP Pathway Manager

ALLiS Workshops

Contact the ALLiS team to book a time for one of the following workshops:

- Year programmes for learning languages
- Task-based language teaching
- Junior learning languages programmes
- Collaboration to create sustainability
- The New Zealand Curriculum: How to make the most of this document

ようこそ, Stephanie Mortimore

The ALLiS team welcomes [Stephanie Mortimore](#) who joins the team in the role of Teacher Development Adviser from Rangitoto College, where she has spent her previous teaching career. Stephanie primarily taught Japanese, but also ESOL and Art History. The several roles she held at the school also included Dean of International Students. For ten years she was the Head of the Languages Department.

The affinity for Japan runs in Stephanie's family as both her parents have been members of the Auckland Japan Society with her mum eventually holding the position as President of the organisation for a time. Often, the family hosted Japanese visitors, which included homestay students as well as the first generation of Japanese business people exploring opportunities in NZ.

After she finished her degree in Japanese, (which was significantly prompted by reading the novel *Shōgun*), her British passport enabled Stephanie to spend several years in the UK. Travelling has become her passion ever since. Her first career after her return to NZ was in the travel industry but the arrival of her first daughter inspired her to take on a career in teaching – a new passion of enthusing students arose while she was still able to travel as she regularly took students on trips to Japan, France, Vanuatu, and Tahiti. She finds those trips to be incredibly valuable experiences for the students as the trips allow them to see the true benefit of being able to communicate in another language.

To allow for her commitment to regular voluntary work for Hospice North Shore, Stephanie will be working for ALLiS four days per week. She is looking forward to meeting and supporting all those Asian language teachers across all clusters and embraces the opportunity to further promote Asian Language Learning. Due to the sheer scale of cultural differences to be explored she thinks of Asian Language Learning not only as especially exciting and a lot of fun but also mind-opening. In her role for ALLiS she aims to help establish a pathway of vibrant language classes that are connected across all year levels which will enable students to leave school with high-quality language abilities.



欢迎, Julie Zhu

In a part-time role as Teacher Development Adviser, the ALLiS team welcomes [Julie Zhu](#). Julie has completed a PhD and a Master's degree in Language Education at the University of Auckland, where she also taught Chinese at all levels for nine years. She additionally taught Chinese and culture for different purposes to university staff and various professionals. In her doctoral thesis she investigated the role of learners' musical aptitude in their study of Chinese. She has already presented her academic findings in USA and Japan.

Neither Julie's passion nor her success is limited to language education. As a thriving artist whose artworks have attained great recognition, won prizes, have been exhibited nationwide and worldwide, and have sold at fundraising

auctions, Julie is also a specialist in the field of Chinese calligraphy and loves to spread the passion for language education and art alike.

While studying English Education in China, Julie has gained scholarships to spend time in USA, UK, and South Korea, where she met a guest lecturer from the University of Auckland who introduced her to the opportunities she would have in New Zealand. Julie must have listened closely as she moved to New Zealand in 2007 where she proceeded her studies towards her Master's degree followed by a PhD.

Moving on from her extensive experience in foreign language teaching pedagogy and working with tertiary students, Julie is now very excited about the opportunity

to work with local school teachers and transporting her knowledge and experience into the education of the younger generations.

