



NEW ZEALAND SIGN LANGUAGE

in the New Zealand CURRICULUM



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MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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Foreword

The New Zealand Sign Language Act 2006 recognises New Zealand Sign Language (NZSL) as an official language of New Zealand. It provides recognition of NZSL as a unique New Zealand language and gives it equal status to that of spoken language.

NZSL is a valuable language. It is essential to many Deaf people for effective daily communication and interactions. New Zealand needs more people who are fluent users of NZSL and have an appreciation of Deaf culture. In addition, learning new languages plays a valuable part in the education of young New Zealanders.

New Zealand Sign Language in the New Zealand Curriculum provides the basis for NZSL programmes in early childhood settings and in primary and secondary schools. It gives students the opportunity to learn NZSL from the earliest practicable age. In line with *Te Whāriki: He Whāriki Mātauranga mo ngā Mokopuna o Aotearoa/Early Childhood Curriculum*, these curriculum guidelines include an early childhood section for teaching and learning NZSL. In line with *The New Zealand Curriculum Framework*, these guidelines set out a clear progression of achievement in language skills and cultural knowledge through eight levels of achievement in schools.

New Zealand Sign Language in the New Zealand Curriculum is designed to help teachers to plan and implement programmes that encourage students to broaden their knowledge beyond cultural stereotypes and enable them to interact effectively with NZSL users in a range of social situations.

New Zealand Sign Language in the New Zealand Curriculum is a timely addition to New Zealand's suite of language curriculum guidelines and enables the Ministry of Education to increase access to the national language of Deaf New Zealanders in early childhood settings and schools. Extending opportunities to hearing students to learn NZSL, to learn about Deaf culture, and to interact with other users of the language will increase the pool of users and enhance participation in education by those whose first language is NZSL.

New Zealand Sign Language in the New Zealand Curriculum has been developed as a result of extensive consultation and collaboration with the Deaf community, parents, and NZSL users as well as leading educators and teachers in the field of NZSL teaching and learning, nationally and internationally. Over four years, draft guidelines were prepared, trialled in schools, circulated to other interested groups for comment, and refined. The views of all those who have contributed and the specialist knowledge of NZSL first language users have been taken into account in preparing the final version of these curriculum guidelines.

I am grateful to all those who contributed to this project, including the writers, the staff and students of the specialist Deaf Education Centres, the reference groups, Ministry staff, Deaf community representatives, and parents, all of whom so willingly gave their time, experience, and expertise.



Howard Fancy
Secretary for Education



Introduction

New Zealand Sign Language (NZSL) is included in Language and Languages, an essential learning area in *The New Zealand Curriculum Framework*.

These curriculum guidelines strengthen the following statement:

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus.

The New Zealand Curriculum Framework, page 10

The NZSL curriculum guidelines embody the principles, attitudes, values, and essential skills relevant to the learning and teaching of NZSL and reflect the importance of this language, which is unique to New Zealand.

The strands and goals for *Te Whāriki: He Whāriki Mātauranga mo ngā Mokopuna o Aotearoa/ Early Childhood Curriculum* have been woven together in these curriculum guidelines to provide an integrated foundation for every child's language-learning development. The learning outcomes for early childhood describe what might reasonably be expected for children's language development towards the end of their early childhood education.

Eight further levels of achievement are then defined for schools to indicate the progression and continuity of learning.

Learners of NZSL, no matter what their age or learning environment, will benefit from curriculum guidelines that place the learner within a range of linguistic and cultural contexts that represent the everyday lives of people in the Deaf community.

New Zealand Sign Language in the New Zealand Curriculum acknowledges that there will be a range of entry points for learners and provides continuity and a clear progression of learning. It sets out specific goals that help learners of the language to become aware of what they have already achieved and what they can aim for in the future. Each starting point aims to meet the individual learner's needs.

In any early childhood setting, school class, or other learning environment, learners may be working at different levels. Also, an individual might be working at one level in one aspect (learning strand) of the programme and at a different level in another. Teachers need to design their programmes in a way that allows them to accommodate these differences.

New Zealand Sign Language in the New Zealand Curriculum identifies the skills that learners will develop through learning NZSL. It also contributes to expanding the knowledge and competencies that learners gain in other essential learning areas.



The Aims of New Zealand Sign Language in the New Zealand Curriculum

General Aims

The general aims for language teaching and learning reflect those stated in *Te Whāriki* and *The New Zealand Curriculum Framework*.

The aims are to:

- promote and encourage the learning of NZSL and Deaf culture from the earliest practicable age;
- promote and use NZSL in a range of contexts;
- make learning opportunities in NZSL accessible to all learners;
- collaborate with community members in programmes that are responsive to Deaf community needs and initiatives;
- affirm ties with Deaf communities throughout New Zealand;
- enable learners whose first language is NZSL to develop and learn their language within the national curriculum framework.

Specific Aims

Learners of NZSL will:

- develop an understanding of NZSL and Deaf culture in the New Zealand context;
- develop communication skills for a range of purposes;
- discover ways to be creative and expressive in NZSL;
- establish a rapport with users of NZSL, including those they meet through their contact with the Deaf community.

As they progress towards more advanced levels, learners will:

- develop an understanding of the functions, structures, and conventions of NZSL and learn how the language varies according to audience and purpose;
- respond personally to, and think critically about, a range of texts signed in NZSL;
- extend their understanding of NZSL to enable them to process and communicate information;
- extend their understanding of New Zealand as a country with diverse linguistic patterns and cultural perspectives;
- extend their understanding of Deaf culture in national and international contexts;
- acquire skills that may be extended in other learning areas;
- develop a sense of identity in relation to the Deaf community and other NZSL users.

Learners will be able to use NZSL for a range of post-school options, including employment, training, and higher education, and in a range of situations, including those within the family and community.



What Is New Zealand Sign Language?

New Zealand Sign Language is a distinct and natural language of New Zealand. It is a language used primarily by New Zealand's Deaf community members and by those who are affiliated to this community in some way (for example, hearing people who have Deaf relatives or people who work with Deaf people, such as sign language interpreters).

Like other signed languages, NZSL is a visual-gestural language that uses the hands, the body, and facial expressions (including lip patterns) to express meaning and the eyes to perceive meaning. This is in contrast to aural-oral languages, which use the voice and mouth to articulate and the ears to perceive (Moskovitz, 1996). An important aspect of NZSL is that signers are able, by using space, to show multiple ideas simultaneously (for example, one hand can be used to show a person approaching someone at the same time as the other hand shows the other person sitting down). This is not possible in spoken language, which is linear in construction.

NZSL is a complete language with its own grammar, vocabulary, and syntax. Like any language, whether spoken or signed, NZSL is potentially capable of communicating an infinite number of ideas. It is not a variety of mime, nor is it a manual code for English. NZSL is closely related to British Sign Language (BSL), which was brought to New Zealand by immigrants, and to Australian Sign Language (AUSLAN), which also has its origins in BSL.

Many people who are unfamiliar with signed languages assume that there is a single universal sign language used by deaf people all over the world. Although many signed languages share similar origins (as do many spoken languages), each is a distinct, natural language that evolves with time to meet the needs of the population that uses it. However, Deaf people who are experienced users of their own language are probably more likely to be able to communicate with users of other signed languages than those who are not, because such features as grammatical constructions are often shared between signed languages. Experienced users are also likely to be quick to pick up the differences between the new signed language and their own language (for example, where the new language uses a one-handed rather than a two-handed alphabet). They can assimilate new language features into their own vocabulary much more quickly than inexperienced signers can.

Regional Variations in NZSL

NZSL has developed different vocabulary in different regions within New Zealand. This can be attributed, in part, to the influences of the teaching staff at each Deaf school, whose vocabulary may vary because they have been exposed to different signed languages during their lives. Another reason for differences in vocabulary is historical. In the past, signing was not openly encouraged in schools and New Zealand Deaf children used it “underground”. This also contributed to the formation of isolated groups of signers who developed their own vocabulary over time. Since Deaf people now travel more and are less inhibited in their use of sign language in public, there may be fewer variations in future. The publication of *A Dictionary of New Zealand Sign Language* (Kennedy, Arnold, Dugdale, and Moskovitz, 1997) and the introduction of bilingual programmes at both Kelston Deaf Education Centre and van Asch Deaf Education Centre may also contribute to an increasing standardisation of NZSL nationally.



The New Zealand Deaf Community

When a capital D is used in the word “Deaf”, this indicates that the word is being used to describe the members of the Deaf community, who are an important cultural and linguistic minority in New Zealand and are “... typically characterised by prelingual profound or severe hearing loss, special education, and a preference for communication in New Zealand Sign Language (NZSL), and identify themselves with other Deaf people” (Dugdale, 2002). The word “deaf” with a lower case d is used as a more generic term for people who have limited hearing, whether they belong to the Deaf community or not. Hearing-impaired, half-deaf, and oral deaf are other terms that may be used by the Deaf community to refer to those who do not use sign language as their primary mode of face-to-face communication.

There are no reliable statistics on the number of Deaf people living in New Zealand, but according to Dugdale (2002), the internationally accepted statistic indicating the prevalence of prelingually deaf people is one in a thousand. For a population of roughly four million people, then, the number will be around four thousand. According to Statistics New Zealand, “some 7700 partially or completely deaf adults living in households used New Zealand Sign Language and/or Signed English” in 2001 (Statistics New Zealand, 2001b).

The inclusion of NZSL as a community language in the 2001 census signifies that a large number of people are aware of its existence. Twenty-seven thousand, two hundred and eighty-five people identified as being able to use it conversationally in 2000 (Statistics New Zealand, 2001a).

Deaf people are commonly born to hearing parents, and so they differ from other cultural minorities in that they do not always share the dominant culture of their families of origin. This cultural difference is more marked if Deaf children attend a school for the Deaf, and especially so if they are boarders at the school. Deaf communities are generally made up not of family groups but of collections of individuals who share a common language and culture that is not based on ethnicity. The exception to this is Deaf families, whose members may all be Deaf or may include some Deaf and some hearing people. Deaf families have traditionally played an important part in the community because their Deaf culture and language are not “one generation deep” but are transmitted to future generations in a similar way to that in which many ethnic minorities transmit their culture and language. Children born into Deaf families usually have the advantages of a strong first-language base in NZSL and an acceptance of being Deaf as the norm.

Deaf Education in New Zealand

Until around 1880, deaf students throughout the world were educated using both oral and manual methods of communication with varying degrees of success, and rival methods of teaching coexisted. In 1880, state education for deaf children in New Zealand was established in Sumner, Christchurch, with a principal who was dedicated to oralism (focusing on acquiring spoken language skills through speech therapy and lip-reading). This official acceptance of oralism had negative consequences for the development of NZSL for many years.



In 1942, some of the children from Sumner were transferred to the Auckland School for the Deaf at Titirangi. This school was subsequently moved to Kelston, where it continued to place strong emphasis on oralism and audiology for many years (Dugdale, 2002). A further oralist school, St Dominic's School for the Deaf, was established in Feilding in 1944.

In the late nineteen-seventies, the philosophy of Total Communication (TC) was introduced. This philosophy involved using all available means to communicate with deaf children, including speech, lip-reading, sign language, gesture, reading, writing, and listening.

From 1995, NZSL was introduced as a language of instruction at both Kelston and van Asch Deaf Education Centres in pilot bilingual (NZSL and English) programmes. The success of this model has led to better access to the curriculum and greater pride in Deaf identity (Dugdale, 2002).



Why Learn New Zealand Sign Language?

There are many reasons for learning NZSL. Learning NZSL can be a positive and enriching experience for both deaf and hearing people of any age. A knowledge of NZSL enables anyone to participate in the Deaf community. Both Deaf and hearing children of Deaf parents gain a sense of belonging in the Deaf community by learning NZSL.

Because most deaf children are born to hearing parents, many Deaf people who use NZSL come from families who do not sign. This means that deaf children, in the crucial first years of language acquisition, are not exposed to language role models within their families in the same way that hearing children are, and so language acquisition does not occur incidentally. On the other hand, most Deaf parents have hearing children. These children may also have an atypical pattern of language acquisition. They often have NZSL as their first language, even though they are not deaf.

Research shows that the acquisition of a first language assists in the development of subsequent languages and that children who have more than one language are cognitively more advantaged than monolingual children. Deaf children who have NZSL as a strong first-language base are likely to be in a better position to develop skills in reading and writing English as a second language than those who do not. Possessing good English literacy skills is crucial for success in New Zealand's educational environment.

For hearing learners who wish to learn a second or subsequent language, NZSL is another option alongside the spoken languages offered by their school. Being able to sign NZSL enables learners to communicate with their Deaf peers and may also lead to career opportunities that involve working with Deaf people.

Learning another language can improve performance in the learner's first language and is highly recommended not only for students who have particular strengths in language learning but also for those who find languages and language-related activities challenging. Enjoyment and a sense of achievement are likely to provide the strongest motivation for learning in the early years.

By learning NZSL, young New Zealanders can:

- become confident in communicating with users of NZSL as their first language;
- learn to appreciate Deaf culture;
- broaden their understanding of people and their languages and cultures;
- learn more about their first language (if it is not NZSL) through becoming aware of how it resembles, and differs from, NZSL;
- develop skills, attitudes, and understandings that will assist them in learning other languages;
- broaden their range of employment options.

In world terms, NZSL is used by a small number of people. Teachers and learners of NZSL have an important role in strengthening and maintaining the vitality of the language and in contributing to the protection of linguistic diversity worldwide.



Considerations for Teachers of New Zealand Sign Language

Teachers need to be aware of the following factors that impact on an effective teaching and learning programme for NZSL.

- NZSL is part of Deaf culture. Language and culture are interdependent. The essence (or the heart and soul) of the language and culture interweave to provide depth in meaning and intention.
- The community can provide resource people who add meaning and depth to NZSL programmes.
- People learn in different ways. Teachers are encouraged to recognise, acknowledge, and value diverse learning approaches and to make use of the experience and skills of the learners.
- Learners need opportunities to learn both expressive and receptive language.

The Requirements of Teaching a Visual-gestural Language

As a visual-gestural language, NZSL has all the linguistic features that languages require. Unlike spoken languages, NZSL uses the face, hands, and body to convey meaning rather than the voice and is received visually rather than aurally.

Because of these features, which are unique to signed languages, teachers should consider the physical environment carefully when planning to teach NZSL. Seating and lighting are very important. All the students and the teacher need to be able to see each other clearly without obstructions, and so a semicircle is usually the best way to seat students. Lighting must be adequate, and the teacher should also consider wearing colours that contrast with their skin tone and avoiding distractions such as dangling jewellery and clothing with bold patterns.

The Need to Consult with the Deaf Community

Early childhood centres and schools need to consult with their Deaf communities and ensure that learners have access to Deaf role models with NZSL as their first language whenever possible.

Consultation also provides a means of checking that the language being taught is appropriate and relevant to the requirements of the local Deaf community. Teachers should liaise with their local communities when planning their NZSL programmes. Deaf staff who are employed at the Deaf Education Centres and in tertiary institutions have a pivotal role in this consultation process.



The Need for Inclusive Programmes

Learners of NZSL can be of any age, and they can have diverse experiences and needs. They may be deaf, hearing impaired, or hearing.

Learners may have:

- a strong background in NZSL, where the language is their normal means of communicating with their family and other members of the Deaf community;
- family or caregivers who use NZSL to communicate;
- little or no prior experience of NZSL;
- some prior experience of NZSL, although they do not come from homes where NZSL is used.

Within each of these groups of learners, there is diversity. At all levels, learners of NZSL are likely to show the full range of individual differences found in any group of learners. Some will have special talents with language, and some will have special educational needs. When teachers are planning their programmes, they need to focus on the actual learners, find out what they already know and can do, and take account of their diverse requirements.

These curriculum guidelines reflect the need to be inclusive. Language programmes should offer both deaf and hearing learners, learners with special gifts, and learners with special needs the opportunity to learn NZSL.

All programmes will be gender-inclusive, non-racist, and non-discriminatory, to help ensure that learning opportunities are not restricted.

The New Zealand Curriculum Framework, page 7

The Need to Provide Opportunities to Learn Expressive and Receptive Language

Learners need exposure to NZSL in order to be able to learn it, use it to relate to others, and participate in the Deaf community and in wider society. Face-to-face interaction is particularly important because there is no written form of NZSL, although there are systems of notation for recording signs on paper (see page 111 for a description of the glossing system used in this book). Learners therefore need to have opportunities for sustained conversations with other users of NZSL, and they need to be exposed to language role models in a variety of situations. Recording learners' output (for example, on video or DVD) for later playback and review is also extremely important.

Learners should be increasingly able to communicate their own ideas, feelings, and thoughts in NZSL and to respond to others appropriately in a range of formal and informal situations.

When developing programmes, teachers should plan to engage the learners in a variety of activities that give them opportunities to experience different ways of communicating in NZSL.



Approaches for Teaching New Zealand Sign Language

New Zealand Sign Language in the New Zealand Curriculum weaves the achievement objectives into three main strands for students at school levels. These strands are:

- Language Skills
- Communication Functions
- Sociocultural Contexts.

Effective Language Learning through Communication

Communication is the pivotal point of a language programme. Teaching and learning programmes should be based on meaningful, stimulating, and varied communicative activities. Through such activities, learners will become more experienced and confident in other areas (for example, cultural understandings) while involved in effective communication.

An NZSL programme with communication as its main goal includes certain features. These features must be carefully planned for, integrated, and maintained.

In effective NZSL programmes:

- NZSL is the main language used in the classroom;
- learners have meaningful and purposeful interactions in NZSL;
- NZSL grammar is taught explicitly at appropriate stages;
- NZSL and Deaf culture are valued by teachers and learners and by others in the learning environment;
- communication has some personal importance or meaning for learners;
- teachers organise their classrooms to be flexible and allow learners to work in groups or pairs and to move around;
- smooth transitions from early childhood to primary and from primary to secondary programmes support progression in learning;
- learners are able to access Deaf community members and others who use NZSL;
- teachers have an in-depth understanding of the linguistics of NZSL and an understanding of Deaf culture.



Instructional Strategies and Techniques

New Zealand Sign Language, as a visual-gestural language, has features that are not found in spoken languages. However, the principles of language acquisition are the same for both.

In the early stages of language acquisition, teachers may repeat or rephrase what they have signed or give an example to clarify a point. Learners need to be offered examples and models of good usage. Teachers should use such techniques in realistic contexts that are relevant to the learners' interests, experiences, and stages of NZSL development.

Teachers and learners should use authentic NZSL materials and contexts wherever possible.

Learners acquire new language in many different ways. A variety of activities will enhance their learning environment and increase their interest, motivation, enjoyment, and achievement.

Teachers will generally introduce simple structures first, but they may introduce more complex structures early if the learners are likely to encounter them often or if the structures allow students to communicate about topics that they are very interested in.

Working Together

Working together is a concept that lies behind the ways in which Deaf people relate to each other. When learners work together in pairs or small groups, they can be encouraged to interact with one another and build up their confidence. Teachers can encourage learners to explore the range of the language and its possibilities in a variety of appropriate contexts. As learners gain experience in communicating in NZSL, they acquire the ability to use more complex language structures and become independent, spontaneous communicators.

A Learning Partnership

In the learning partnership of learner and teacher, the teacher's role changes as learners develop confidence in using NZSL and take increasing responsibility for their own learning. The teacher helps the learners to gain confidence in using NZSL by modelling good communication skills and by setting up a range of interactive activities that allow the learners to feel comfortable about taking risks and making mistakes.

As the learner's language competence increases, the responsibility for learning is progressively transferred from teacher to learner. Both teachers and learners contribute to the process of learning how to learn that occurs during language study.



Teachers need to:

- set clear, achievable goals, with the learners, for learning the language;
- build the learners' self-confidence by consistently focusing on their successes as they produce the language;
- understand how languages are learned;
- create an effective learning environment;
- recognise and allow for individual differences and learning requirements;
- use NZSL in class routines to the fullest extent possible;
- encourage learners to interact and communicate, both among themselves and with the teacher;
- learn more about the learners' perspectives, preferences, and needs by continuously monitoring their progress;
- consistently challenge learners to improve the quality of their performance and provide them with helpful feedback;
- recognise that learners progress at different rates;
- progressively nurture independent, self-motivated language learning.

Learners need to:

- interact and communicate with others and be positive, active, and willing learners of the language and culture;
- develop an understanding of how languages are learned while progressively building on and monitoring the language-learning skills they already have;
- understand what they are trying to achieve in language learning, focusing on skills that are useful beyond the classroom;
- be willing to experiment and take risks with the language as part of their language development, understanding that mistakes are a learning tool;
- develop the habit of searching for meaning, asking for clarification, and improving their questioning skills;
- learn to use appropriate reference materials.



Planning Learning Activities

New Zealand Sign Language in the New Zealand Curriculum suggests an interactive, communicative, and experiential approach that aims to help learners to become competent communicators. Learners should have opportunities to participate in a wide range of learning activities that are appropriate for their developmental stage. They should also have opportunities to participate in community situations where NZSL is used. Learning activities should enable learners to communicate in NZSL in real and natural contexts and in appropriate and meaningful ways. Repetition plays an important role in language learning. The sections on strands, goals, and learning outcomes for the early childhood levels (see pages 33–41) and the sections at each level for schools (see pages 52–102) suggest appropriate learning activities that teachers may use in their programmes.

Teachers need to use resources and activities that reflect the interests and needs of their learners, using a range of approaches that enable learners to:

- draw on and extend the language skills they already have;
- develop linguistic competence (with growing levels of complexity, precision, and accuracy) as the foundation for fluency;
- develop their understanding of language by using it;
- experience aspects of Deaf culture in different settings;
- learn by working as a whole class, in groups, in pairs, and individually;
- receive appropriate feedback about their progress and how to improve;
- manage their own learning.



Grammatical Structures in the Language Programme

The overarching goal of these curriculum guidelines is to enable teachers to help learners achieve linguistic and cultural competence, using a communicative approach. Teachers who use this approach encourage learners to use the language in meaningful contexts, and so the focus is on communication rather than on the language learning itself.

However, grammar needs to be taught explicitly at all levels of the curriculum. Learners need to focus both on meaning and on structure. Including both kinds of focus is particularly important when teaching NZSL because the number of fluent signers is a small minority, and so learners of NZSL may have fewer incidental opportunities to learn the language outside the classroom than learners of other community languages.

See pages 108–111 for information about NZSL grammatical terms and conventions.

Acquiring Grammatical Competence

Grammatical structures are the “building blocks”.

Grammatical structures are like the building blocks of effective communication. Learners need to know and understand the grammatical structures of NZSL in order to develop and maintain their proficiency in the language.

Learning is progressive.

Learning grammatical structures is a cumulative process, as are all aspects of language learning. Some structures are simple, and others are more complex. Learners generally learn the simpler structures first and the more complex ones later.

Learners learn best in context.

Learners will learn grammatical structures best when the structures are taught and used in realistic and meaningful contexts. Learners are likely to reach higher levels of competence when they are actively engaged in the language, taking part in activities that are authentic, genuinely interesting, and relevant.

Practice is important.

Learners become competent in grammar by frequently interacting with other language users in meaningful ways. Learners need plenty of opportunities to practise what they are learning so that they can eventually use their NZSL to communicate confidently and spontaneously. They need to revisit language structures over time to ensure that they have many opportunities to reinforce their prior learning. By revisiting and consolidating their knowledge of familiar grammatical structures, learners can enhance their ability to learn new structures when they are ready.



Helping Learners to Achieve Accuracy and Fluency

Teachers need to remember that learners acquire the system of a language progressively. In the initial stages, learners may produce approximations of a given grammatical structure. These approximations are often stepping stones to acquiring the correct forms. Even when learners know the structure of a language only partially, they can communicate effectively to some degree by using approximations.

Although it is natural for learners to make errors while they are learning the language, they should receive feedback on how close their approximations are to the correct form, with advice on how to improve. Teachers need to find a productive balance between encouraging learners to communicate spontaneously and correcting their errors. When learners are conversing spontaneously, teachers may choose to let some mistakes go uncorrected. This allows the conversation to flow and helps the learners to gain confidence and use the language willingly. As they progress through the levels, they learn to communicate more accurately. They become aware that accuracy of expression and increasing levels of complexity, as well as fluency, are needed for really effective communication.



Using Information and Communications Technologies in Language Learning

By using information and communications technologies (ICT), all learners, including those who are not in school-based language programmes, can access a wider range of learning opportunities. ICT allows teachers to use a greater mix of approaches, for example, by enabling learners to work in small groups and conduct peer assessment.

Video recordings of students' work can be built up into portfolios of work that both students and teachers can view and review over time. NZSL needs to be recorded visually in order to enable teachers, students, and caregivers to review the work at a later date.

Computers can enable learners and teachers to access other learners and Deaf communities by using email, to find information about other Deaf cultures and signed languages by using the Internet, and to gather other information to be used in the context of learning.



Assessment and Evaluation

Approaches to Assessment and Evaluation

Assessment is the process of obtaining meaningful information about the outcomes of teaching and learning and then conveying this information to individuals and groups.

Assessment of children's learning and development should always focus on individual children over a period of time and avoid making comparisons between children.

Te Whāriki, page 29

Assessment of individual students' progress is essentially diagnostic. Such assessment is integral to the learning and teaching programme. Its purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses, measuring students' progress against the defined achievement objectives, and reviewing the effectiveness of teaching programmes.

The New Zealand Curriculum Framework, page 24

Evaluation involves making judgments about the results of a programme or a learner's achievements.

Evaluation is the process of making a judgment about the effectiveness of a teaching and learning programme, or about an individual's progress, based on assessment information.

Assessment: Policy to Practice, page 10

It is important that:

- the assessment procedures provide information that can be used to improve the ways in which the language programme meets the learning needs of the learners;
- families and caregivers are part of the evaluation process;
- assessment and evaluation procedures are ongoing;
- learners are involved in assessing their own progress.

Teachers are more likely to gain useful information when they use a range of appropriate assessment procedures that are relevant to the learning needs of the learners. *Te Whāriki* provides suggestions for appropriate assessment of younger children. Teachers in schools need to include, in their programmes, formal and informal methods of assessment in different contexts.

At each curriculum level, *New Zealand Sign Language in the New Zealand Curriculum* suggests learning and assessment activities that include self-assessment, peer assessment, and teacher assessment.

Teachers can refer to www.tki.org.nz/r/assessment/index_e.php for regularly updated information on assessment.



The National Qualifications Framework, Assessment against Standards, and the National Certificate of Educational Achievement

New Zealand Sign Language in the New Zealand Curriculum is the guiding document for schools and teachers developing a teaching and learning programme for learners of the language. Teachers use the curriculum as the basis for work towards unit standards and achievement standards, which contribute to national certificates on the National Qualifications Framework (NQF). These standards are not units of work in themselves; their function is to specify standards for qualification assessment purposes. As such, they should be integrated into appropriate teaching and learning programmes designed to help students to achieve the required outcomes.

Teachers will generally manage the assessment of their students' achievements towards the National Certificate of Educational Achievement (NCEA) within the school. The New Zealand Qualifications Authority (NZQA) provides advice on managing appropriate assessment systems and procedures for the NCEA.

Standards for schools encompass levels 1–3 of the NQF. These qualification levels equate to levels 6, 7, and 8 of curriculum documents within *The New Zealand Curriculum Framework*.

The NCEA is the main qualification for senior secondary learners.



The Essential Skills

Learners develop and practise the essential skills through the processes of language learning. The following table provides examples of relationships between the essential skills and the strands of *New Zealand Sign Language in the New Zealand Curriculum*. These examples, some taken directly from *The New Zealand Curriculum Framework* and some extended or created to show language-related aspects of a set of skills, are illustrative only. Many of the essential skills relate to more than one strand or language-learning process.

Examples of Relationships between the Essential Skills and the Strands of *New Zealand Sign Language in the New Zealand Curriculum*

	<i>Language Skills</i> Learners will:	<i>Communication Functions</i> Learners will:	<i>Sociocultural Contexts</i> Learners will:
<i>Communication Skills</i>	communicate competently and confidently by signing and by using other forms of communication where appropriate.	communicate competently and confidently by receiving signed communication and by using other forms of communication where appropriate; develop skills of discrimination and critical analysis in relation to the media and to visual messages from other sources.	act appropriately within different cultural contexts and situations; select and use appropriate language for specific occasions.
<i>Numeracy Skills</i>	manipulate and respond to numerical information, such as time in different contexts, dates, and measurements.	understand and explain information presented in mathematical ways.	organise information to support logic and reasoning.



	<i>Language Skills</i>	<i>Communication Functions</i>	<i>Sociocultural Contexts</i>
	Learners will:	Learners will:	Learners will:
<i>Information Skills</i>	identify, locate, gather, store, retrieve, and process information from a range of sources.	identify, describe, and interpret different points of view and distinguish fact from opinion; develop and strengthen receptive and productive skills.	present information clearly, logically, concisely, and accurately.
<i>Problem-solving Skills</i>	enquire and research, and explore, generate, and develop ideas through language.	use language to make connections and to analyse problems from a variety of different perspectives.	identify, describe, and redefine a problem.
<i>Self-management and Competitive Skills</i>	develop skills through working consistently and progressively to practise and revise prior learning as part of their language learning.	develop the skills of appraisal and advocacy in relation to their own work and that of others.	develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure.
<i>Social and Co-operative Skills</i>	develop good relationships with others, and work in co-operative ways to achieve common goals.	learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours.	take responsibility, as a member of a group, for agreed protocols and show respect for others and themselves.
<i>Physical Skills</i>	learn to use tools and materials efficiently and safely.	use language to organise, give instructions for, and appraise particular activities.	develop specialised skills related to cultural activities.
<i>Work and Study Skills</i>	work effectively, both independently and in groups.	take increasing responsibility for their own learning and work.	make career choices on the basis of realistic information and self-appraisal.



Attitudes and Values

Te Whāriki sets out principles, strands, and goals that are appropriate for the early childhood years. The attitudes and values of *The New Zealand Curriculum Framework* will be reflected in classrooms with NZSL programmes. Learners of NZSL will develop and clarify their own values and beliefs and will respect and be sensitive to the rights of people who may hold values and attitudes that are different from their own. Learners will explore personal as well as collective attitudes, which will help them, as individuals, to develop positive attitudes towards learning as a lifelong process. As they locate themselves amongst the wider community (including Deaf communities overseas), learners will examine the context and implications of their own attitudes, of New Zealand's social system, and of the values on which different social structures are based.

Through learning NZSL, learners will develop an understanding of:

- Deaf culture and the attitudes and values of the Deaf community, which include:
 - Deaf behaviour
 - technologies used by Deaf people
 - the importance of eye contact
 - the “long goodbye”
 - the value of working with an interpreter and the importance of knowing how to work with an interpreter
 - the fact that the Deaf and hearing worlds are different;
- the value of Deaf clubs and of Deaf history, sport, and community;
- the extent and value of Deaf arts, including drama, poetry, dance, and the visual arts;
- storytelling in NZSL;
- the Deaf way of life.



The Structure of New Zealand Sign Language in the New Zealand Curriculum

The *New Zealand Curriculum Framework* and *Te Whāriki* outline a continuum of learning and teaching. When NZSL programmes are being planned, it is important to provide for a smooth transition from one setting to another.

Both *Te Whāriki* and *The New Zealand Curriculum Framework* emphasise the importance of developing communication skills and language in the early years.

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music ... Adults should understand and encourage both verbal and non-verbal communication styles.

Te Whāriki, page 72

Throughout their schooling, students will be provided with frequent opportunities to observe, learn, and practise oral, written, and visual forms of language, to learn about the structures and use of language, and to access and use information.

The New Zealand Curriculum Framework, page 10

New Zealand Sign Language in the New Zealand Curriculum emphasises competence in communication: the framework provided for early childhood settings and the framework for schools both include strands that reflect the communication needs of language learners.

The Principles, Strands, and Goals for the Early Childhood Curriculum

The strands and goals arise from four broad principles: empowerment; holistic development; family and community; and relationships. The principles and strands together form the framework for the curriculum. The strands are:

Well-being – Mana Atua

The health and well-being of the child are protected and nurtured.

Belonging – Mana Whenua

Children and their families feel a sense of belonging.



Contribution – Mana Tangata

Opportunities for learning are equitable, and each child's contribution is valued.

Communication – Mana Reo

The languages and symbols of the child's own and other cultures are promoted and protected.

Exploration – Mana Aotūroa

The child learns through active exploration of the environment.

Each strand has several goals. Learning outcomes have been developed for each goal in each of the strands so that the whāriki, or mat, becomes an integrated foundation for every child's development. The teaching, learning, and use of NZSL are to be integrated into this framework.

The Strands for Schools

The learning strands for schools are:



Learning in these strands will consolidate and build on the experiences that children bring with them from early childhood programmes, including:

- accomplishing everyday tasks using NZSL;
- exchanging experiences, information, and points of view;
- communicating feelings and attitudes;
- expressing personal identity;
- behaving appropriately with respect to Deaf cultural norms.



School Levels

As students progress through the eight curriculum levels, they become familiar with a broadening range of vocabulary, increasingly complex language structures, and increasingly challenging contexts for language use. The range and complexity of the achievement objectives increase from level to level. When deciding whether a student has met the requirements of the achievement objectives at a particular level, the teacher should consider whether the student has demonstrated:

- the ability to understand and use the kinds of NZSL vocabulary suitable for that level appropriately and accurately;
- the ability to understand and use the kinds of constructions suitable for that level appropriately and with increasing accuracy;
- the ability to understand and produce texts of the types suggested at that level;
- the ability to cope with the kinds of learning activities suggested at that level;
- an increasing ability to engage in self-motivated and self-directed learning, for example, by taking opportunities to communicate with Deaf people.

The levels described in these curriculum guidelines do not coincide with traditional year levels or with students' years of schooling. The age at which students begin learning a language will be one factor in determining what level or levels a class might work within in the course of one year. For example, many students in a year 7 class might work towards level 1 objectives only, but many students beginning to learn NZSL in year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year.

Proficiency Statements

For every two curriculum levels, a proficiency statement describes the level of language proficiency that students are expected to achieve. For example, the following statement is made for levels 1 and 2 on page 52:

By the end of level 2, learners can understand and use language that contains familiar words, phrases, and sentence patterns in predictable contexts to ask and answer questions, give and follow instructions, and understand and provide information. They can interact in culturally appropriate ways in a specified range of contexts.

The proficiency statements describe what is expected at each of four stages in the progression of language development.

Achievement Objectives and Examples for Schools

The achievement objectives in *New Zealand Sign Language in the New Zealand Curriculum* are based on authentic texts and contexts that learners are likely to meet, both in their everyday lives and also on special or formal occasions when NZSL is used for specific purposes.

At each curriculum level, a range of new achievement objectives is introduced. They represent core expectations for that level. However, the achievement objectives are not intended to be associated only with the curriculum level at which they are first introduced. Each achievement objective should be revisited from time to time as learners progress through the curriculum levels.



In this way, learners can be introduced gradually to a range of ways of achieving the same objective. For example, at level 4, the achievement objective “communicate about plans and events in the future” is introduced. At this level, this objective is associated with the following example:

NEXT WEEK, WHEN EXAM FINISH, me-VISIT UNCLE, WILL IX-me,
rhq neg
WHERE SOUTH ISLAND, HAVE-SEE nms-LONG-TIME

However, when it is revisited at a higher level, this achievement objective might be associated, for example, with notional timelines.

NEXT WEEK, WHEN EXAM FINISH, me-VISIT MY UNCLE, ME PLAN STAY name sign-
QUEENSTOWN, 2 NIGHT, name sign-WEST COAST, ME DRIVE-up ABOUT 2 OR 3 DAY,
ARRIVE name sign-NELSON MAYBE STAY 1 NIGHT

The approach to achievement objectives, then, is intended to be cumulative. Revisiting objectives allows for an upward spiral of achievement as learners progress through their programmes.

The achievement objectives need not be introduced in the order in which they are listed, nor need they be introduced separately. There may, for example, be advantages in combining aspects of more than one achievement objective from a particular level in a single lesson.

In planning their programmes, teachers may draw on the achievement objectives in different ways. For example, some teachers may wish to combine objectives 3.2 and 3.5, incorporating information about habits and routines (3.2) into discussion of feelings, emotions, needs, and preferences (3.5).

Suggested Language Focus and Examples

At each level, there are suggestions for language considered appropriate to the strands and achievement objectives. Teachers should adapt and supplement these suggestions in ways that relate to the interests and capabilities of their students and to the specific requirements of their programmes.

Suggested Sociocultural Contexts

In *New Zealand Sign Language in the New Zealand Curriculum*, “sociocultural contexts” is specified as a separate strand to ensure that it receives its due emphasis. However, when planning their language programmes, teachers need to ensure that they integrate culture into all aspects of the programme.

Suggested Learning and Assessment Activities

The suggested learning and assessment activities at each level relate to the achievement objectives listed at that level. Teachers, with their students, will derive learning outcomes from the achievement objectives to meet particular student needs. Because students (and groups of students) will vary in their starting points, rates of progress, and interests, teachers will usually need to adapt the learning activities they use.



Assessment is a continuing process that measures the development of students' knowledge and skills against the stated objectives. Typically, assessment will be ongoing and teachers will provide immediate, frequent, and regular feedback to enable students to develop their learning skills. Assessment will include teachers' informal observation of their students' classroom learning as well as end-of-unit tasks designed to measure and record their acquisition of language and development of language skills. In addition to teacher assessment, student assessment is extremely valuable. Students should be encouraged to monitor their own progress and one another's, using peer assessment or self-assessment strategies as well as teacher-designed tasks in a range of situations and contexts.

Assessment should be based on activities that measure performance in communicative contexts. All forms of teacher assessment should have a diagnostic function, providing students with constructive feedback and helping teachers to evaluate the effectiveness of their programmes. Teachers would discuss the assessment procedures with their students and explain them clearly in ways that the students could understand.

Assessment should:

- motivate students;
- enable teachers to evaluate the effectiveness of both learning and teaching;
- diagnose and monitor students' strengths and needs, providing information for future programme development;
- provide relevant information for students, parents, school administrators, and the wider community.

Teachers are advised to:

- communicate regularly and informally with students about their progress and their needs, including the kinds of support they require;
- help students develop peer-assessment and self-assessment strategies;
- observe and record the progress of individual students (for example, by preparing individual learning profiles).

Students should be encouraged to:

- gain a clear idea of the goals they are working towards and an understanding of how they could meet these goals;
- measure and record their own progress, using criteria to describe their achievement in terms of what they can do with NZSL;
- reflect on what and how they have learned so that they can understand the learning process better and work more effectively towards their language-learning objectives;
- maintain portfolios of their work, including recorded samples of NZSL.

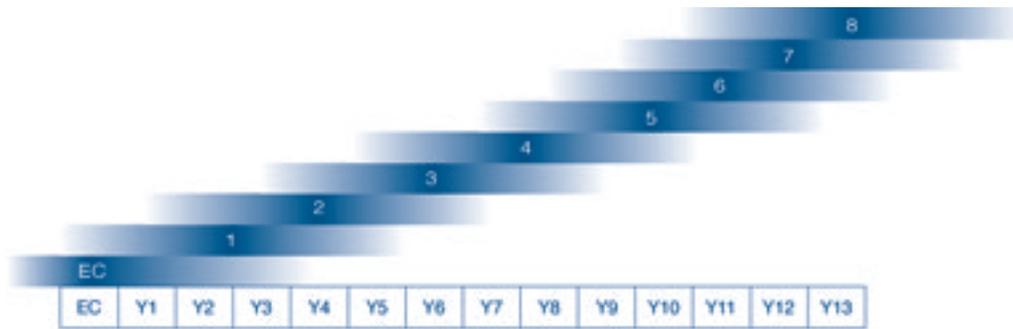
Assessment should relate to the purposes for which language is used and should measure all aspects of communicative capacity, including fluency, appropriateness, and accuracy. Wherever possible, assessment strategies should allow for a range of responses rather than anticipating strictly predetermined language content.



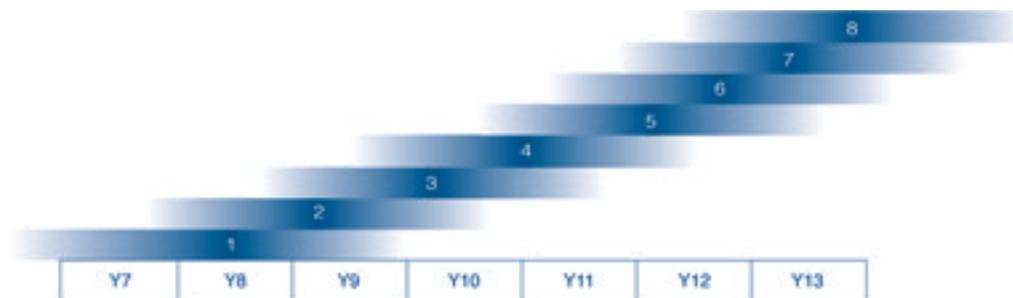
Possible Progressions

The following diagrams indicate possible progressions for learners starting in NZSL programmes at two different points, but variations will occur within each group of learners.

Children who are exposed to NZSL early on through their families or in early childhood education may follow this pattern of progression.



Learners who begin an NZSL programme at year 7 may follow this pattern of progression.



Vocabulary

There is no prescribed list of vocabulary for learning NZSL, as learners should be learning vocabulary appropriate to the topics that they study as they progress through the levels. Specific teaching of vocabulary should occur, at all stages of learning, in the context of use rather than in isolation.



Early Childhood

This section provides guidelines on how NZSL can be integrated into early childhood education. *Te Whāriki* is the basis for consistent curriculum programmes. For further guidance about curriculum planning in early childhood education, refer to *Te Whāriki*.

Te Whāriki is founded on the following aspirations for children:

to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Te Whāriki, page 9

Each community to which a child belongs provides opportunities for new learning – opportunities for children to experience and reflect on alternative ways of doing things, make connections across time and place, establish different kinds of relationship, and encounter different points of view. Communicating through NZSL is part of that experience and learning.

Children develop their language through their learning experiences, in their families and communities as well as in early childhood centres. The weaving together of New Zealand Sign Language and Deaf culture in these experiences contributes to relevant and contextualised language-rich environments for children in the early childhood years, whether they are first-language users or are learning NZSL as an additional language.

Children learn through responsive and reciprocal relationships with people, places, and things. This learning is best managed through collaborative relationships in contexts that are safe and inclusive while also encouraging risk-taking, creativity, and exploration. Through active participation, within these environments, children can develop their knowledge of NZSL and their ability to use it in a range of situations. At the same time, they will develop confidence in what they know and can do.

Te Whāriki sets out the principles, strands, and goals that are appropriate for the early childhood years.



The Principles

There are four broad principles at the centre of the early childhood curriculum.

Empowerment

The early childhood curriculum empowers the child to learn and grow.

Holistic Development

The early childhood curriculum reflects the holistic way children learn and grow.

Family and Community

The wider world of family and community is an integral part of the early childhood curriculum.

Relationships

Children learn through responsive and reciprocal relationships with people, places, and things.

Te Whāriki, page 14



Early Childhood: Strands, Goals, and Learning Outcomes

The principles and strands together form the framework of the early childhood curriculum. The curriculum is envisaged as a whāriki, or mat, woven from the four principles and from the following five strands, which are essential areas of learning and development.

Each strand has several goals. In *Te Whāriki*, learning outcomes have been developed for each goal in each of the strands so that the whāriki becomes an integrated foundation for every child's development.

New Zealand Sign Language in the New Zealand Curriculum selects particular goals within each strand and identifies learning outcomes that relate to these goals and that contribute to the development of the learner's understanding of and ability to use NZSL. It offers examples of learning experiences through which this learning may occur.

It is recommended that those wishing to incorporate the teaching and learning of NZSL into early childhood settings use *Te Whāriki* as the foundation curriculum, together with the Early Childhood section of *New Zealand Sign Language in the New Zealand Curriculum*. This will provide a strong foundation for planning a holistic and integrated approach to children's learning and growth that includes developing their knowledge and use of NZSL.

STRAND 1 – WELL-BEING

Young children experience transitions from home to service, from service to service, and from service to school. They need as much consistency and continuity of experience as possible in order to develop confidence and trust to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences.

Te Whāriki, page 46

Goals	Learning outcomes	Examples of learning experiences
<p>Goal 2</p> <p>Children experience an environment where their emotional well-being is nurtured.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • an increasing ability to determine their own actions and make their own choices; • a capacity to pay attention, maintain concentration, and be involved; • an ability to identify their own emotional responses and those of others; • confidence and ability to express emotional needs. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • make choices and express their wants and decisions using NZSL, e.g., WANT, LIKE, DON'T-LIKE; • participate in formal situations that involve Deaf adults and/or interpreters using NZSL; • watch adults expressing their own emotions and identifying children's emotions using NZSL, e.g., HAPPY, SAD, ANGRY; • watch and respond to others in appropriate ways.



<p>Goal 3</p> <p>Children experience an environment where they are kept safe from harm.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • ability and confidence to express their fears openly; • respect for rules about harming others and the environment and an understanding of the reasons for such rules. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • express their fears using NZSL, e.g., SCARED, DON'T-LIKE, DON'T-WANT; • discuss the rules about harming others, negotiate those rules, and understand the consequences of harming others, e.g., NOT-ALLOWED, NOT-NICE, HURT, CRYING, SORE.
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STRAND 2 – BELONGING

The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity. Children need to know that they are accepted for who they are. They should also know that what they can do can make a difference and that they can explore and try out new activities.

Te Whāriki, page 54

Goals	Learning outcomes	Examples of learning experiences
<p>Goal 1</p> <p>Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • an understanding of the links between the early childhood education setting and the known and familiar wider world through people, images, objects, languages, sounds, smells, and tastes that are the same as at home; • interest and pleasure in discovering an unfamiliar wider world where the people, images, objects, languages, sounds, smells, and tastes are different from those at home; • connecting links between the early childhood education setting and other settings that relate to the child, such as home, school, or parents' workplaces. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • meet Deaf adults as visitors to the early childhood education service; • experience NZSL in the early childhood education setting, just as they may in their family home and/or community; • talk about what they do in their home setting that is different from what they do in the early childhood education setting; • invite members from their home into the early childhood education setting.



STRAND 3 – CONTRIBUTION

Children’s development occurs through active participation in activities ... The early development of social confidence has long-term effects, and adults in early childhood education settings play a significant role in helping children to initiate and maintain relationships with peers.

Te Whāriki, page 64

Goals	Learning outcomes	Examples of learning experiences
<p>Goal 1</p> <p>Children experience an environment where there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • an understanding of their own rights and those of others; • the ability to recognise discriminatory practices and behaviour and to respond appropriately; • the self-confidence to stand up for themselves and others against biased ideas and discriminatory behaviour; • confidence that their family background is viewed positively within the early childhood education setting; • respect for children who are different from themselves and ease of interaction with them. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • participate in conversations with other children and adults about Deaf cultural events; • participate in events that reflect the culture of the Deaf community; • discuss the wide range of abilities that different people have; • discuss how people who are unable to hear can use NZSL to communicate; • encounter adults using NZSL in the early childhood education setting; • ask for a Deaf cultural practice to be observed appropriately; • initiate talk about a Deaf cultural practice, e.g., tapping people to gain their attention.



<p>Goal 2</p> <p>Children experience an environment where they are affirmed as individuals.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • a sense of “who they are”, their place in the wider world of relationships, and the ways in which these are valued; • abilities and interests in a range of domains – spatial, visual, linguistic, physical, musical, logical or mathematical, personal, and social – which build on the children’s strengths; • awareness of their own special strengths, and confidence that these are recognised and valued. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • meet adults who are similar to them, e.g., those who use NZSL; • develop new interests and become involved in learning NZSL and learning about Deaf culture; • participate in a range of Deaf cultural events, e.g., storytelling, sporting events; • use language that can assist in developing a Deaf identity, e.g., DEAF, HEARING AIDS, COCHLEAR IMPLANT, DEAF SAME.
<p>Goal 3</p> <p>Children experience an environment where they are encouraged to learn with and alongside others.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • strategies and skills for initiating, maintaining, and enjoying a relationship with other children – including taking turns, problem solving, negotiating, taking another’s point of view, supporting others, and understanding other people’s attitudes and feelings – in a variety of contexts; • a range of strategies for solving conflicts in peaceful ways, and a perception that peaceful ways are best; • an increasing ability to take another’s point of view and to empathise with others; • a sense of responsibility and respect for the needs and well-being of the group, including taking responsibility for group decisions; • an appreciation of the ways in which they can make contributions to groups and to group well-being. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • appreciate the different ways that children communicate; • experience group games that encourage social skills and the learning of appropriate language when interacting with others, e.g., the language for making requests – PLEASE, THANK-YOU – or the language for sharing together – SHARE, TAKE-TURNS, MY-TURN, YOUR-TURN; • resolve conflicts, e.g., by using language such as SORRY; • participate in activities that use cultural experiences as a basis for storytelling, drama, and presentations in other media.



STRAND 4 – COMMUNICATION

During these early years, children are learning to communicate their experience in many ways, and they are also learning to interpret the ways in which others communicate and represent experience.

Te Whāriki, page 72

Goals	Learning outcomes	Examples of learning experiences
<p>Goal 1</p> <p>Children experience an environment where they develop non-verbal communication skills for a range of purposes.</p>	<p>Children develop:</p> <ul style="list-style-type: none">• non-verbal ways of expressing and communicating imaginative ideas;• an increasingly elaborate repertoire of gesture and expressive body movement for communication, including ways to make requests non-verbally and appropriately;• an increasing understanding of non-verbal messages, including an ability to attend to the non-verbal requests and suggestions of others;• the inclination and ability to listen attentively and respond appropriately to speakers.	<p>Children have opportunities to:</p> <ul style="list-style-type: none">• participate in games that involve facial expressions;• use facial expressions to communicate and have an adult respond to them, e.g., the expressions that accompany a wave hello, a headnod, or a headshake;• participate in activities that create links between the signs and their movement and shape, e.g., by watching animals moving to help them to develop an understanding of animal classifiers.



<p>Goal 2</p> <p>Children experience an environment where they develop verbal communication skills for a range of purposes.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • language skills in real, play, and problem-solving contexts as well as in more structured language contexts, for example, through books; • language skills for increasingly complex purposes, such as stating and asking others about intentions; expressing feelings and attitudes and asking others about feelings and attitudes; negotiating, predicting, planning, reasoning, guessing, storytelling; and using the language of probability; • an increasing knowledge and skill, in both syntax and meaning, in at least one language; • confidence that their first language is valued; • the expectation that verbal communication will be a source of delight, comfort, and amusement and that it can be used to effectively communicate ideas and information and solve problems. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • engage in imaginative conversations during play; • initiate conversations with adults and children; • tell a story to others using NZSL; • use a wide range of communication functions within supportive exchanges; • pay attention to NZSL during cultural events; • access role models who use NZSL fluently; • talk informally with other children and adults about their thoughts and ideas, e.g., during a group game, using language like ME LIKE HELP MY DADDY (I like helping my Daddy); • ask questions, e.g., <u> </u> whq <u> </u> whq <u> </u> whq WHERE, WHAT, WHY; • extend their knowledge and use of NZSL, gradually expanding from one-word utterances to complex sentence structures, e.g., MILK (I want milk) to THIRSTY, WANT DRINK MILK (I am thirsty – I would like a drink of milk); • participate in experiences that use stories and cultural experiences as the basis for conversations, e.g., using natural resources, dramatic play, and presentations that involve visual media.
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Goal 3

Children experience an environment where they experience the stories and symbols of their own and other cultures.

Children develop:

- an understanding that symbols can be “read” by others and that thoughts, experiences, and ideas can be represented through words, pictures, print, numbers, shapes, models, and photographs;
- familiarity with an appropriate selection of the stories and literature valued by the cultures in their community;
- familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for children;
- skill in using the counting system and mathematical symbols and concepts, such as numbers, length, weight, volume, shape, and pattern, for meaningful and increasingly complex purposes;
- experience with creating stories and symbols.

Children have opportunities to:

- access resources that use NZSL, such as videos or DVDs showing storytelling in NZSL;
- have their signed stories recorded on video or DVD;
- participate in storytelling events with Deaf adults and children;
- see stories signed from books;
- develop mathematical concepts in NZSL, e.g., BIG, SMALL, LONG, SHORT, HEAVY, LIGHT, SQUARE, CIRCLE, ROUND, FLAT, counting with numbers, SAME, DIFFERENT.



SAME



STRAND 5 – EXPLORATION

Children learn through play – by doing, by asking questions, by interacting with others, by setting up theories or ideas about how things work and trying them out, and by the purposeful use of resources.

Te Whāriki, page 82

Goals	Learning outcomes	Examples of learning experiences
<p>Goal 3</p> <p>Children experience an environment where they learn strategies for active exploration, thinking, and reasoning.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • confidence in using a variety of strategies for exploring and making sense of the world, such as in setting and solving problems, looking for patterns, classifying things for a purpose, guessing, using trial and error, thinking logically and making comparisons, asking questions, explaining to others, watching others' language, participating in reflective discussion, planning, observing, and watching stories. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • participate in exploratory play, with a wide range of objects, materials, and toys, alongside an adult or child who uses NZSL; • discuss their ideas and experiences with an adult who uses NZSL.
<p>Goal 4</p> <p>Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • the ability to enquire, research, explore, generate, and modify their own working theories about the natural, social, physical, and material worlds; • familiarity with stories from different cultures about the living world, including myths and legends and unwritten, non-fictional, and fictional forms; • theories about social relationships and social concepts, such as friendship, authority, and social rules and understandings. 	<p>Children have opportunities to:</p> <ul style="list-style-type: none"> • see stories from other cultures, myths, and legends signed; • discuss the social rules of the Deaf community, e.g., appropriate methods of gaining attention; • experience Deaf storytelling and humour.



Suggested Vocabulary, Structures, and Kinds of Talk

Language and culture are inseparable. Young children acquire knowledge about Deaf culture through participating in Deaf community events and in learning experiences that embody Deaf cultural norms and expectations. The following suggestions for vocabulary, structures, and kinds of talk take into account the interrelationship of language and culture and the need for teachers to plan learning experiences that reflect and foster that interrelationship.

Vocabulary

Teachers may expect children at this level to be using the kinds of NZSL signs that are listed below. Although the examples given are grouped under grammatical headings, children will be acquiring new words by using them in their everyday activities. As children experience more, they have a greater need for appropriate vocabulary.

Signs that children may use at the Early Childhood level include:

nouns	STORY, BOOK
verbs	LIKE, GIVE, ASK
prepositions	OUTSIDE, INSIDE
pronouns	ME, YOU
possessive adjectives	MY, YOUR
adjectives	BIG, SMALL, RED
numbers	1, 2, 3, 4, 5



Structures

Young children develop their grammatical skills by using NZSL for different purposes and functions. The following examples indicate some language structures that young children may be using at this level.

Functions	Structures
Statements	ME WANT IX, IX MINE
Questions and answers	$\frac{y/n}{q}$ CAN $\frac{wh}{q}$ IX WHAT
Agreeing or disagreeing	headnod YES headshake NO
Commands	GIVE-me
Polite requests	PLEASE THANK-YOU
Using time markers	NOW LATER
Using classifiers	vehicle classifier, person classifier element classifiers – WATER, (2h) ECL: 5 “spilt on the floor”



Kinds of Talk

Children may be seeing and responding to the following kinds of talk at the early childhood level.

Kinds of Talk	Examples
Experimental talk	Babbling in NZSL
Imaginative talk	BABY BEAR COME SOON Playing Mums and Dads
Use of sentences or phrases during an activity	CAR BLUE GO FAST
Conversations	ME GO SHOPPING, BUY EASTER EGG FINISH _____whq HOW-MANY
Storytelling	Retelling of stories from books or making up own stories
Cultural talk	DADDY DEAF, ME DEAF, BROTHER DEAF, MUMMY HEARING

Children at this level may also be able to do the following:

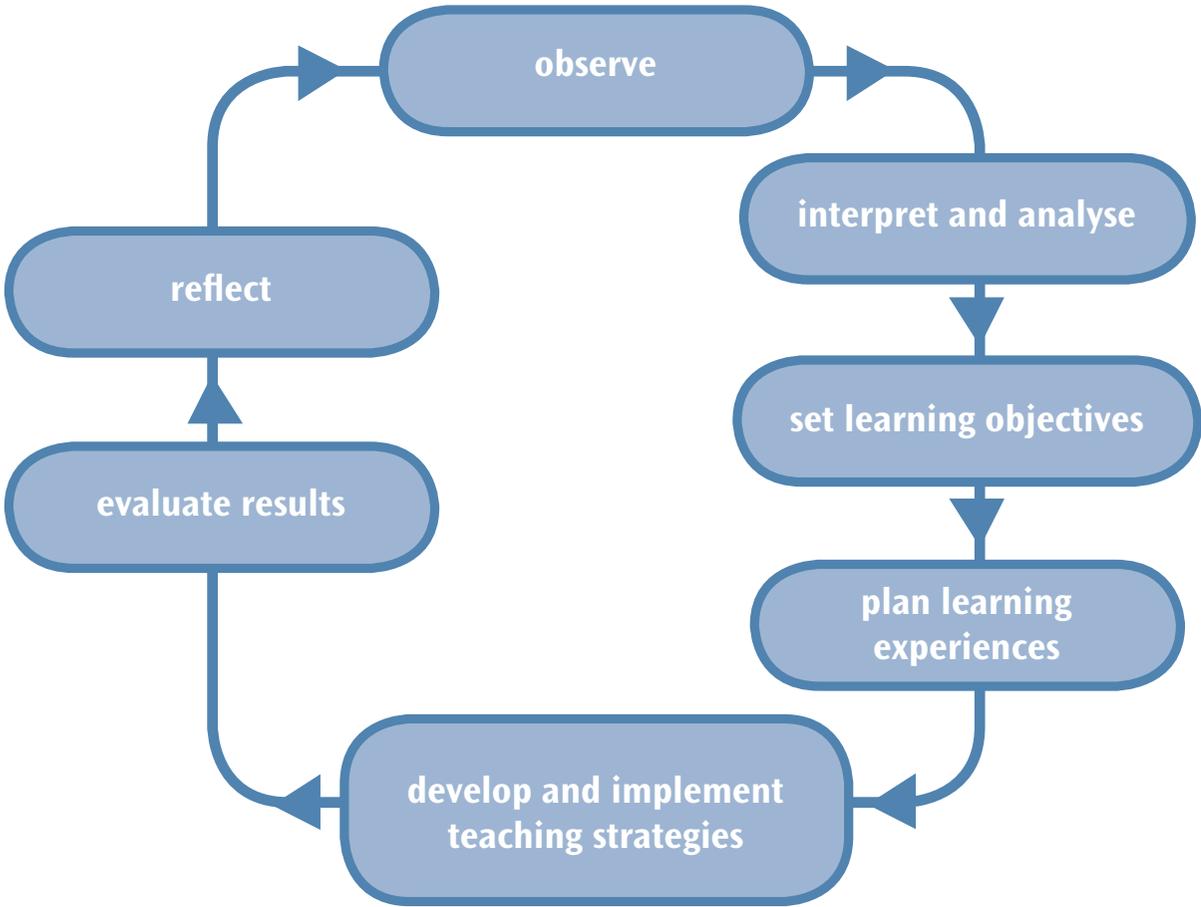
- use a variety of handshapes appropriately and approximate more difficult handshapes;
- use eye gaze consistently;
- use spatial referencing;
- self-correct (repair) mistakes;
- fingerspell, for example, their own or others' names, or approximate the spelling of these;
- take turns in conversations;
- follow changes in conversational topics.



Programme Planning for Early Childhood Education Settings

Children’s learning and development are the starting points for planning the curriculum, which is founded on educators’ understanding of current theory and on their understanding of each child’s knowledge, skills, interests, disposition, and cultural background.

Quality in Action, page 30



Setting up an NZSL programme	Suggestions
Identify the level of NZSL the children have when they enter the early childhood education setting.	<p><i>Early childhood staff can:</i></p> <ul style="list-style-type: none"> • talk with parents about their child’s prior experiences with NZSL and the Deaf community; • record signs that the children use.
Record and reflect on the level of support that the home and community can give to the NZSL programme.	<ul style="list-style-type: none"> • identify the families who can support the programme by discussing each family’s experiences when their child enters the early childhood education setting; • make contact with the local branch of the Deaf Association of New Zealand to enquire about community support for developing NZSL and cultural awareness.
Assessment of learning	Possible assessment techniques
Observe, record, and then reflect on the way in which children are acquiring and using NZSL during experiences in a familiar environment.	<p><i>Early childhood staff can:</i></p> <ul style="list-style-type: none"> • record observations on how the children are using NZSL in the early childhood education setting; • ask parents, either formally or informally, whether they have observed any signing in the home environment; • make video records of the children using NZSL while participating in activities in the early childhood education setting; • keep portfolio records that contain samples of the children using NZSL, e.g., video or DVD showing the children signing, photographs of children’s interactions with Deaf adults and children, photographs of the children at Deaf community events.
Identify children whose language development may be delayed.	<ul style="list-style-type: none"> • systematically observe the child’s receptive and productive language use; • discuss their observations with the child’s parents; • contact a professional skilled in NZSL assessment to identify areas of delay; • plan, with parents and appropriate professionals, a programme to foster the child’s development in those areas, e.g., an Individual Development Programme.



Evaluating the programme	
Evaluate the quality of the NZSL programme and make improvements as they are needed.	Early childhood staff can set up a system to evaluate the effectiveness of the NZSL programme by: <ul style="list-style-type: none">• noticing how the children respond to NZSL in the environment and what helps;• considering the NZSL skills and contributions of the adults in the early childhood education setting;• identifying the frequency of NZSL use in the early childhood education setting and planning for improvement.



Planning Programmes in Schools

Schools, teachers, and their communities should work through a logical series of steps to create effective programmes for teaching and learning NZSL.

It is suggested that teachers:

- incorporate into their programmes the philosophy and aims for learning NZSL as set out in *New Zealand Sign Language in the New Zealand Curriculum*;
- identify the needs, interests, and prior language experiences of the learners and any special requirements or school policies that relate to language learning;
- look at their long-term programme and consider the school-wide language programme (for example, the sequencing of levels, the timetabling options, or possible national awards);
- look at the short-term programme (for example, the term plan and the weekly plan) and consider the possible links with programmes in other learning institutions;
- identify the achievement objectives from the relevant strand or strands;
- establish short-term outcomes for each unit of work;
- decide on suitable themes;
- develop appropriate topics within the main themes to provide a balanced learning programme;
- consider the sequence or progression of the main themes and topics;
- look for ways of connecting language learning with other curriculum areas or specific subjects to enhance integrated learning (for example, with history, geography, or drama);
- select and gather suitable resources;
- select or develop suitable learning activities that will enable the learners to combine and apply the strands for meaningful communication and to acquire specific content, such as structures, vocabulary, and cultural and general knowledge;
- consider the cyclical development of functions, activities, structures, and vocabulary and provide opportunities for reinforcing, consolidating, and extending the learners' language skills and usage;
- prepare communicative activities to reinforce the grammatical structures and vocabulary;
- select or create appropriate assessment activities;
- develop a homework plan to encourage language study outside the classroom;
- monitor the students' achievements against the achievement objectives;
- evaluate the learning programme against its objectives;
- adapt their programme in response to the evaluation.



An Approach to School-based Planning



New Zealand Sign Language in the New Zealand Curriculum: School Levels

At school level, the framework of *New Zealand Sign Language in the New Zealand Curriculum* becomes:

Strands:

Language Skills
Communication Functions
Sociocultural Contexts

These describe the learning themes that are common at all levels.

Suggested Language Focus and Examples

These reflect communicative uses of NZSL in everyday and specialised contexts.

Suggested Sociocultural Contexts

These identify sociolinguistic and cultural content and contexts.

Suggested Learning and Assessment Activities

These are ways of using and reinforcing NZSL in realistic, communicative, language-learning and cultural contexts. They can be used by teachers, peers, and the students themselves to measure the students' progress in realistic communicative situations and contexts.



A note on the numbered achievement objectives (for example, on page 53)

For the eight learning levels for schools presented in the following sections, only the achievement objectives for the Communication Functions strand are numbered.

This is because the achievement objectives for the Language Skills strand are broad, general objectives for skills that the students will learn and practise as they work towards the achievement objectives for the Communication Functions.

The achievement objectives for the Sociocultural Contexts strand provide topics and contexts for the Communication Functions achievement objectives.

In this way, the numbered achievement objectives for the Communication Functions strand cover the achievement objectives for all three strands.



Levels 1 and 2 Proficiency Statement

By the end of level 2, learners can understand and use language that contains familiar words, phrases, and sentence patterns in predictable contexts to ask and answer questions, give and follow instructions, and understand and provide information. They can interact in culturally appropriate ways in a specified range of contexts.



Level 1



Strands and Achievement Objectives

Language Skills

Students should be able to:

- recognise, respond to, and use familiar signs, phrases, and sentence patterns in familiar contexts;
- distinguish between statements, questions, and instructions.

Communication Functions

Students should be able to:

- 1.1 recognise and respond to greetings, farewells, thanks, and introductions;
- 1.2 communicate about basic concepts of number, size, shape, and colour;
- 1.3 communicate about basic concepts of time;
- 1.4 communicate their wants and needs and briefly state their likes and dislikes;
- 1.5 recognise and respond to classroom expressions and simple instructions;
- 1.6 communicate by watching and responding to signed information and by making use of visual prompts;
- 1.7 fingerspell their own name, their family members' names, and the alphabet.

Sociocultural Contexts

Students should be able to:

- demonstrate knowledge of the basic history of Deaf schools and Deaf units within schools in New Zealand;
- express understanding of the cultural norms of the Deaf community;
- demonstrate knowledge of technological equipment used by Deaf people;
- show an awareness of the importance of sport to Deaf people;
- follow storytelling in NZSL.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
Students should be able to:		
1.1 recognise and respond to greetings, farewells, thanks, and introductions	<p><i>standard formulaic utterances for greetings</i></p> <p><i>standard formulaic utterances for introductions</i></p> <p><i>personal pronoun signs (pointing signs), e.g., ME, YOU, SHE, HE, THEY</i></p> <p><i>use of possessive adjective, e.g., MY, YOUR, HIS, HER, OUR, THEIR</i></p>	<p>KIA ORA, HELLO, GOOD MORNING, GOODBYE, THANK-YOU, PLEASE, <u>y/n q</u> WELL, SEE-YOU LATER</p> <p>NAME IX-me fs-PAUL, ME DEAF IX-me</p> <p>HELLO MY NAME fs-TOM HIS NAME fs-CHRIS IX (name sign)_____</p> <p>IX-he MAN NAME fs-TIM IX-he YOUR SISTER, HER NAME fs-ANN HIS BOOK RED THEIR FAMILY, ALL DEAF OUR WHĀNAU</p>
1.2 communicate about basic concepts of number, size, shape, and colour	<p><i>cardinal numbers 1–99</i></p> <p><i>hundreds</i></p> <p><i>thousands</i></p> <p><i>shapes</i></p> <p><i>sizes (height, width, length)</i></p> <p><i>weights</i></p> <p><i>basic colours</i></p>	<p>1, 2, 3 ... 99</p> <p>100, 200, 300, etc.</p> <p>1000, 2000, 3000, etc.</p> <p>CIRCLE, SQUARE, RECTANGLE</p> <p>BIG, SMALL, TALL, SHORT fs-TOM TALL, fs-ROB SHORT</p> <p>HEAVY, LIGHT</p> <p>RED, BLUE, YELLOW, WHITE</p>
1.3 communicate about basic concepts of time	<p><i>days of the week</i></p> <p><i>months of the year</i></p> <p><i>dates</i></p> <p><i>interrogative for date</i></p> <p><i>basic time</i></p> <p><i>break time</i></p> <p><i>interrogative for time</i></p> <p><i>tense – past, present, future</i></p>	<p>MONDAY, TUESDAY, WEDNESDAY, etc.</p> <p>JANUARY, FEBRUARY, MARCH, etc.</p> <p>JULY 2nd, DECEMBER 8th 2006</p> <p>_____whq TODAY, WHAT DATE</p> <p>ONE-O'CLOCK, HALF-past SEVEN LUNCH, PLAY TIME, BELL</p> <p>_____whq AFTER LUNCH, WHAT DO</p> <p>YESTERDAY, TODAY, NEXT WEEK</p>



Suggested Learning and Assessment Activities

Most of the learning activities are listed under relevant achievement objectives.

Recognise and respond to greetings, farewells, thanks, and introductions

Students could be learning through:

- observing greetings, introductions, and leave-taking (for example, on video or DVD) in different contexts and taking turns to role-play, following the models;
- filling gaps in a familiar dialogue to complete the message;
- role-playing simple social exchanges (for example, meeting someone) and demonstrating that they can understand, respond, and act appropriately during these social exchanges;
- briefly introducing and describing themselves (mihi), expressing their personal identity;
- brainstorming reasons to thank people and then role-playing each situation;
- watching a dialogue in which simple personal information is exchanged and then role-playing the dialogue in pairs;
- exchanging and retelling personal information in pairs;
- role-playing dialogue in specific contexts, such as a teacher asking a new student for information on their first day of school;
- inviting users of NZSL as their first language to come and introduce themselves.

Communicate about basic concepts of number, size, shape, and colour

Students could be learning through:

- playing number games involving adding or subtracting;
- playing repetitive number games, for example, bingo;
- drawing shapes that are signed to them by the teacher;
- discussing the comparative weights of different objects found in the classroom.

Communicate about basic concepts of time

Students could be learning through:

- role-playing asking each other the time and practising expressions such as HALF-past;
- drawing the hands on clock faces as the teacher signs to them;
- ticking dates on a calendar as the teacher signs them;
- looking at a calendar (in English, supported by visual symbols) and discussing what is happening at certain times;
- creating a simple school timetable and showing an understanding of sequencing;
- creating a timeline of events for the term and discussing when things are happening, using the appropriate tense (for example, when discussing when the school holidays are).



Communicate their wants and needs and briefly state their likes and dislikes

Students could be learning through:

- being shown a range of objects by the teacher and stating whether each one is something they like, dislike, or are indifferent about;
- discussing specific contexts in which they may want or need something (for example, when it's raining, they may want an umbrella).

Recognise and respond to classroom expressions and simple instructions

Students could be learning through:

- responding to general classroom instructions;
- watching and following instructions, for example, on how to draw a picture or diagram;
- repeating classroom instructions given by the teacher (to show that they have understood the task);
- preparing for a visitor coming to the school by practising, in pairs, giving directions to the office, library, and staffroom, and then recording the directions on video;
- taking turns to role-play being “the teacher” (when routines have been firmly established) for a short while – for example, just before morning tea or lunchtime, the student signs the usual instructions (such as: Please push your chair in, Have you picked up the rubbish?, Where is ...?, Put your books here).

Communicate by watching and responding to signed information and by making use of visual prompts

Students could be learning through:

- looking at a series of picture cards and signing a story to match them;
- selecting different objects from around the classroom and making up a story about them;
- drawing pictures of their favourite holiday or pastime and getting other students to sign a story about the pictures;
- watching an adult signing a simple story (live or recorded) and then picking out the main points to sign to the class.

Fingerspell their own name, their family members' names, and the alphabet

Students could be learning through:

- asking each other, in pairs, the names of the people in their families and then fingerspelling the names back to their partner.



Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- drawing a picture based on a story they have seen signed in NZSL;
- participating in activities adapted from existing games, such as Catch and Say. (The teacher throws a ball to a student and signs something. The student copies the teacher, taking care to articulate the signs correctly, then returns the ball to the teacher. The teacher repeats the process with another student. Each student has up to three attempts to sign correctly);
- role-playing simple social exchanges (for example, meeting someone) and demonstrating that they understand, respond, and act appropriately during this social exchange;
- briefly introducing and describing themselves, expressing their personal identity;
- taking part in a guided interview with another student (for example, an interview about their address, the number of people in their family, and their ages, likes, dislikes, and routines) or asking other students to give basic factual information about pictures, including shapes, colours, and sizes;
- holding a conference with the teacher and giving and seeking basic factual information;
- completing a "yes/no" activity, recalling basic information from a signed text;
- itemising a sequence of events from a narrative;
- telling a simple narrative, sharing their experiences or information;
- matching signs to pictures;
- watching and following instructions;
- drawing a picture or diagram to demonstrate their understanding of concepts such as prepositions;
- putting together a cartoon-strip story to convey the key ideas in a narrative;
- watching a narrative and ordering pictures to show they understand the sequence;
- recording their mihi on video;
- standing on a marae and reciting their mihi;
- presenting to different audiences (for example, a friend, the teacher, or a Deaf visitor);
- presenting an item at assembly;
- signing a story that they have practised over time and recording it on video or DVD.



Students can monitor their own progress when they are:

- keeping a video journal and comparing their signing over time;
- viewing their own recorded work to identify and correct errors;
- recording their mihi on video and then viewing it;
- watching a video of their own work, evaluating it using a picture checklist (for example, a smiley face, a neutral face, and a frowning face), and colouring in the face that relates best to their progress towards a learning objective, such as “I can sign my name, address, and telephone number”, which is translated into NZSL for them;
- discussing with each other or the teacher how well they feel they performed in an activity they have completed;
- viewing a video of themselves retelling a story they have previously watched on video or DVD and comparing the two versions of the story to check their own accuracy;
- recording themselves signing how to draw a picture (one that they have already drawn) on video, then using the video (without looking at the picture) to draw the same picture a few weeks later and comparing the new picture with the original;
- maintaining a handshape dictionary and reviewing their knowledge of handshapes.

Students can monitor one another’s progress when they are:

- viewing each other’s work, both live and recorded, and giving feedback;
- discussing work together in pairs or groups;
- exchanging information, seeking clarification, and asking for repetition;
- agreeing or disagreeing in a discussion;
- working together to make cartoon-strip stories that require them to order the events in a narrative;
- engaging in activities that require them to exchange points of view and express their attitudes;
- signing a description of an existing picture or diagram to each other and following each other’s instructions to draw their own version, then, when the work is completed, comparing the original picture or diagram with the new one and discussing the similarities and differences;
- interviewing each other to gain information and then each interviewer presenting the information to the interviewee to check its accuracy;
- watching a signed story and then working in pairs or small groups to sequence a series of picture cards to reflect the story;
- playing “barrier games” (that is, information gap activities), in pairs, and checking and then discussing the accuracy of the information each partner has gained;
- watching other students signing something onto video or DVD and then picking out the corresponding picture from a selection.



Level 2



Strands and Achievement Objectives

Language Skills

Students should be able to:

- recognise and respond to familiar words, phrases, and sentence patterns, including correct use of noun-verb pairs;
- recognise and respond to simple information, including directions and instructions;
- use and respond to statements and questions with appropriate facial grammar.

Communication Functions

Students should be able to:

- 2.1 communicate about personal information, relationships, and ownership;
- 2.2 communicate about concepts of number, including time, quantity, order, age, monetary amount, size, and shape;
- 2.3 use questions and statements for requesting, accepting, refusing, and declining;
- 2.4 communicate about feelings, emotions, and needs;
- 2.5 describe people and everyday objects;
- 2.6 use and respond to politeness conventions, directions, and instructions;
- 2.7 communicate about plans for the immediate future;
- 2.8 fingerspell smoothly and fluently.

Sociocultural Contexts

Students should be able to:

- explore how and why Deaf schools and units were set up;
- show an awareness of career opportunities for Deaf people;
- understand that Deaf people use a wide range of technologies;
- explain why Deaf people enjoy and benefit from sport;
- explain the differences between drama and NZSL.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
Students should be able to:		
2.1 communicate about personal information, relationships, and ownership	<p><i>proform classifiers for people</i> (singular) (plural)</p> <p><i>questions</i> – “yes/no” questions – “wh” (content) questions – “which” (alternative) questions</p>	<p>MY FRIEND, SCL: 1 person “approach-me”</p> <p>ASSEMBLY FINISH, NOW (2h) PCL: 5 “line-up”</p> <p>_____y/n q BROTHER, HAVE IX-you</p> <p>_____whq MY SISTER, WHERE</p> <p>YOUR SHOES RED, GREEN, _____whq WHICH</p>
2.2 communicate about concepts of number, including time, quantity, order, age, monetary amount, size, and shape	<p><i>more complex time</i></p> <p><i>digital time</i></p> <p><i>inflect adjectives to show comparison, with appropriate non-manual signals</i></p> <p><i>denoting ages of people</i></p> <p><i>monetary amounts</i></p> <p><i>classifiers</i> – <i>size and shape specifiers</i></p>	<p>QUARTER PAST ONE QUARTER-to THREE TWENTY PAST SEVEN SCHOOL LUNCH TIME, HALF-past TWELVE TODAY LIBRARY CLOSE, QUARTER-to THREE 1.45 (ONE “point” FORTY FIVE)</p> <p>IX-left HOUSE BIG, IX-right HOUSE BIG (intense)</p> <p>MY SISTER, SHE age-10, ME age-6, _____whq HOW-OLD IX-you</p> <p>FIVE DOLLAR TWENTY (\$5.20) FIFTY CENT (50c)</p> <p>TABLE: DCL flat-surface WOOD: DCL stick BOX: DCL square-container</p>



<p>2.3 use questions and statements for requesting, accepting, refusing, and declining</p>	<p><i>plain verbs in the form of yes/no questions to make requests</i></p> <p><i>formulaic ways of accepting</i></p> <p><i>formulaic ways of declining</i></p> <p><i>possessive and reflexive pronoun</i></p>	<p>_____y/n q ME PLAY, CAN IX-me</p> <p>_____y/n q BOOK, HAVE IX-you</p> <p>headnod-YES, WANT, THANK-YOU</p> <p>headshake-NO _____neg wave-hand-NO _____neg WANT</p> <p>TELL fs-TOM PICK-UP HIS PAPER HIMSELF, nms-NOT-ME</p>
<p>2.4 communicate about feelings, emotions, and needs</p>	<p><i>simple statements and questions with some verb inflection and an emphasis on non-manual signals</i></p>	<p>MY MOTHER EXCITED, JUMP+++ (jump-for-joy)</p> <p>HER AUNTY !SAD!, CRY+++</p> <p>_____whq HE ANGRY, WHY</p> <p>NEED DRINK WATER, ME THIRSTY</p>
<p>2.5 describe people and everyday objects</p>	<p><i>topic-comment</i></p> <p><i>referencing</i></p> <p><i>common adjectives – to describe people</i></p> <p><i>– to describe objects</i></p> <p><i>classifiers – size and shape specifiers – textural</i></p>	<p>_____t IX-loc CITY, BUILDING, nms-!TALL!</p> <p>IX-left, BALL CHEAP, IX-right, BALL EXPENSIVE</p> <p>_____t BOY HE, BLUE HAT, NAUGHTY IX-he</p> <p>HIS GRANDMOTHER, (2h) ICL: hold a spade “gardening”, WORK-hard, SHE TIRED IX-she</p> <p>_____t IX-it CHAIR, (2h) DCL “chair with one leg broken”</p> <p>WATER, DCL bottle PIZZA, DCL slice</p> <p>_____t IX-COAT FURRY, MAKE ME SNEEZE!</p>



<p>2.6 use and respond to politeness conventions, directions, and instructions</p>	<p><i>standard formulaic utterances for</i></p> <ul style="list-style-type: none"> – <i>thanking</i> – <i>excusing oneself</i> – <i>apologies</i> – <i>directions</i> – <i>instructions</i> 	<p>THANK-YOU</p> <p>EXCUSE-ME</p> <p>SORRY my-FAULT</p> <p>_____t TOILET, GO-to HALLWAY, SECOND DOOR LEFT</p> <p>IX-loc PLAYGROUND, RUBBISH, YOU-all PLEASE PICK-UP</p>
<p>2.7 communicate about plans for the immediate future</p>	<p><i>basic questions and statements using future time</i></p>	<p>_____t THIS SATURDAY, _____whq WHERE GOING IX-you</p> <p>TOMORROW MY BIRTHDAY</p> <p>CHRISTMAS HOLIDAY, _____y/n q GO-away IX-you</p>
<p>2.8 fingerspell smoothly and fluently.</p>	<p><i>fingerspelling fluently</i></p>	<p>MY FRIEND NAME fs-GRACE</p> <p>YOUR GRANDFATHER NAME fs-PETER</p>

Suggested Sociocultural Contexts

<p>Students should be able to:</p>	<p>Students could take part in activities that give them opportunities to:</p>
<ul style="list-style-type: none"> • explore how and why Deaf schools and units were set up; 	<ul style="list-style-type: none"> • learn about Deaf cultural history;
<ul style="list-style-type: none"> • show an awareness of career opportunities for Deaf people; 	<ul style="list-style-type: none"> • investigate jobs Deaf people can do and potential future careers for Deaf people;
<ul style="list-style-type: none"> • understand that Deaf people use a wide range of technologies; 	<ul style="list-style-type: none"> • learn about different technologies used by Deaf people;
<ul style="list-style-type: none"> • explain why Deaf people enjoy and benefit from sport; 	<ul style="list-style-type: none"> • analyse Deaf involvement in sport;
<ul style="list-style-type: none"> • explain the differences between drama and NZSL. 	<ul style="list-style-type: none"> • investigate the differences between drama and NZSL.



Suggested Learning and Assessment Activities

Communicate about personal information, relationships, and ownership

Students could be learning through:

- interviewing each other about where they live, how old they are, how many siblings they have, and their favourite places and things;
- visiting a park or other place of interest and then, when they return to school, discussing what they saw or did there;
- sharing “show and tell” objects that they found at an interesting place, such as at the beach, and asking each other questions about the objects;
- discussing their own immediate family structures and sharing information such as how many brothers and sisters they have;
- asking and answering questions about the relationships between characters in family photographs;
- watching short dialogues in which possessions are identified, and then drawing lines on a page to join the names of owners and pictures of their possessions;
- playing the identification game:
Each student in a group is given several objects (or pictures of objects) that they do not show the other students. A matching group of objects (or pictures) is placed in the centre. Students take turns to select an object from the centre and ask each other y/n q YOUR. The owners then identify themselves. Continue until all the “owners” have been identified.

Communicate about concepts of number, including time, quantity, order, age, monetary amount, size, and shape

Students could be learning through:

- taking turns to ask each other about what time certain school or home routines happen, for example, what time they eat lunch or what time they go to bed;
- lining up in order of tallest to shortest on a continuum and then discussing who is the tallest, the shortest, and so on;
- finding various objects in the classroom and, in groups, signing the shape outline;
- role-playing shopping for items with coins and notes.

Use questions and statements for requesting, accepting, refusing, and declining

Students could be learning through:

- offering each other objects, which the other students can accept or refuse;
- asking each other for the use of something, for example, a classroom set of felt-tip pens that they must share in order to draw a picture;
- inviting each other to imaginary events, such as a birthday party, and accepting or declining, giving appropriate reasons.



Communicate about feelings, emotions, and needs

Students could be learning through:

- showing appropriate facial expressions to express how they feel about certain things (for example, a picture of a cake);
- discussing feelings in certain contexts with which all or most of them are familiar (for example, How would you feel on your birthday?);
- watching a dialogue involving feelings and then working in pairs to role-play the situations, using appropriate facial expressions for the feelings portrayed;
- using a faces board (with pictures of different expressions) and discussing signs or phrases that match the expressions (for example, SAD, BORED).

Describe people and everyday objects

Students could be learning through:

- taking turns to describe themselves, using a range of adjectives;
- describing things in the classroom without naming them so that other students can try to identify each object;
- looking at cards with different pictures that follow a theme (for example, cooking utensils) and, in pairs, using “twenty questions” to find out what their partner’s picture is;
- cutting out photos of people from a magazine and making montages using different heads, bodies, limbs, and so on, then describing the end result to the class.

Use and respond to politeness conventions, directions, and instructions

Students could be learning through:

- watching informal signed dialogues and identifying when participants are thanking someone, apologising, or excusing themselves;
- filling in gaps in familiar dialogue by providing appropriate expressions relating to politeness conventions;
- thanking visitors to the classroom or school assembly;
- wishing someone happy birthday (or other special occasion);
- giving each other directions within the school grounds and checking to see whether they reach the desired destinations;
- giving and taking polite instructions to collect or deliver a resource (for example, a book) or a message.



Communicate about plans for the immediate future

Students could be learning through:

- discussing plans for after school with friends or a weekend activity with family.

Fingerspelling smoothly and fluently

Students could be learning through:

- in pairs, fingerspelling the name of their family members and then fingerspelling the names of their partner's family back to them.

Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- watching dialogues or monologues and, from the signed description identifying things or people in pictures;
- describing people or objects they that have seen in pictures;
- responding to questions about their own personal details.

Students can monitor their own progress when they are:

- keeping a portfolio of their work (including some sessions recorded on video);
- using a checklist with items such as:
I can say I am sorry.
I can thank people.

Students can monitor one another's progress when they are:

- watching each other's descriptions of people and seeing how characteristics can be signed in different ways;
- reviewing each other's performance videos and discussing performances.



Levels 3 and 4 Proficiency Statement

By the end of level 4, learners can, in familiar contexts, understand and use language that contains well-rehearsed sentence patterns and vocabulary and some language that is unfamiliar. They can interact in culturally appropriate ways in a range of specified contexts. They are using a range of language-learning technologies, and they begin to combine language in new and creative ways to express themselves.



Level 3



Strands and Achievement Objectives

Language Skills

Students should be able to:

- understand familiar sign language structures and vocabulary in new contexts;
- make meaningful connections when new vocabulary occurs in familiar language contexts;
- apply their knowledge of vocabulary and structures to produce and respond to questions, instructions, and directions;
- initiate and maintain conversations.

Communication Functions

Students should be able to:

- 3.1 request, offer, accept, and decline things, invitations, advice, and suggestions;
- 3.2 communicate about habits and routines;
- 3.3 recognise and respond to more complex instructions and directions involving several steps;
- 3.4 report events and notices in small and large groups;
- 3.5 communicate about feelings, emotions, needs, and preferences in some detail.

Sociocultural Contexts

Students should be able to:

- demonstrate an awareness of how communication styles in Deaf education have changed;
- demonstrate understanding of the role of NZSL interpreters;
- describe historical forms of technology for the Deaf;
- identify famous Deaf sportspeople;
- recognise sign-singing, dance, and drama as forms of expression that Deaf people can participate in and appreciate.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
3.1 request, offer, accept, and decline things, invitations, advice, and suggestions	<p><i>use of me-ASK-you to ask a question</i></p> <p><i>use of me-SHOULDER-TAP-you to ask a question</i></p> <p><i>accept and decline using modals</i></p>	<p>me-ASK-you PLAY OUTSIDE _____y/n q WANT IX-you</p> <p>me-SHOULDER-TAP-you _____y/n q RULER, HAVE IX-you</p> <p>_____y/n q TONIGHT, COME, CAN IX-you _____neg ME NOT-SURE, MAYBE ME HAVE ARRANGEMENT go-OUT</p>
3.2 communicate about habits and routines	<p><i>basic adverbs of time with a focus on frequency</i></p> <p><i>attributive use of possessive pronoun</i></p> <p><i>temporal aspect – habitual</i></p>	<p>EVERY WEEK, CHURCH, ME nms-GO++</p> <p>fs-SALLY ALWAYS BUSY++, tend-to</p> <p>me-TELL++iterative, GIVE-UP IX-me</p> <p>MEETING, ME GO++habitual</p>
3.3 recognise and respond to more complex instructions and directions involving several steps	<p><i>simple classifiers with location</i></p> <p><i>sequencing</i></p> <p><i>noun-verb pairs</i></p>	<p>_____t SHELF, BOX ICL: “put on the shelf”</p> <p>WALK, turn-LEFT, STRAIGHT WALK, turn-RIGHT, IX-loc LIBRARY IX-loc</p> <p>SCISSOR, to-CUT</p>



BUSY



<p>3.4 report events and notices in small and large groups</p>	<p><i>fingerspell proper nouns</i></p> <p><i>more complicated referential shift (rs)</i></p> <p><i>use nms (non-manual signals) to show causation</i></p> <p><i>topic-comment structure with appropriate nms</i></p>	<p><u>rhq</u> FAMOUS RUGBY, IX-he WHO fs-TANA UMAGA</p> <p>HIS FAMILY LIVE fs-LYTTELTON</p> <p>referential shift (rs) ME SIT, SISTER SCL:1 person “approach me” <u>t</u> <u>y/n q</u> rs-sister SHOPPING WANT IX- you</p> <p>rs-me LOVE GO rs-sister OK, PICK-UP WILL IX-me rs-me <u>whq</u> WHERE GO rs-sister GO fs-RICCARTON MALL rs-me PERFECT</p> <p>LAST WEEK, YOUR SISTER FINISH DRIVER LICENCE <u>t</u> mcs-PAH, BUT CAR, <u>neg</u> SHE CAN'T AFFORD, IX-she</p> <p><u>t</u> RUGBY, WAIKATO LOST</p>
<p>3.5 communicate about feelings, emotions, needs, and preferences in some detail.</p>	<p><i>a range of vocabulary to do with feelings or emotions</i></p> <p><i>use spatial referencing to refer to preferences</i></p> <p><i>rhetorical questions</i></p>	<p>LAST WEEK MY FRIEND UPSET, HER FATHER DIE, TOMORROW FUNERAL</p> <p>rs-left BASKETBALL, ME LIKE FAST GAME rs-right CRICKET, BORING, !SLOW!</p> <p>ME LIKE EVERY SATURDAY, <u>rhq</u> WHY, nms-SLEEP-IN, LAZY IX-me</p>

Suggested Sociocultural Contexts

Students should be able to:	Students could take part in activities that give them opportunities to:
<ul style="list-style-type: none"> demonstrate an awareness of how communication styles in Deaf education have changed; 	<ul style="list-style-type: none"> understand the different communication styles used in Deaf education in the past and in the present;



<ul style="list-style-type: none"> demonstrate understanding of the role of NZSL interpreters; 	<ul style="list-style-type: none"> learn how to work with interpreters and understand their professional role;
<ul style="list-style-type: none"> describe historical forms of technology for the Deaf; 	<ul style="list-style-type: none"> look at older versions of hearing aids, speech trainers, and FM systems; understand that, for much of the nineteenth and twentieth centuries, Deaf children were expected to express themselves orally;
<ul style="list-style-type: none"> identify famous Deaf sportspeople; 	<ul style="list-style-type: none"> research how famous Deaf sportspeople have contributed to their sport and how their sporting achievements have been a source of Deaf pride;
<ul style="list-style-type: none"> recognise sign-singing, dance, and drama as forms of expression that Deaf people can participate in and appreciate. 	<ul style="list-style-type: none"> experience a solo or group performance in one of these art forms.

Suggested Learning and Assessment Activities

Request, offer, accept, and decline things, invitations, advice, and suggestions

Students could be learning through:

- observing and taking part in simulated meal-table dialogues involving requesting, offering, accepting, and declining things;
- role-playing the parts of an adult offering things such as toys to pacify a child and the child responding;
- role-playing invitations to attend a party or other function and accepting or declining;
- watching, on video, a scenario about a problem and offering several solutions.

Communicate about habits and routines

Students could be learning through:

- asking and answering questions in interviews with each other about habits and routines;
- asking and answering questions about the school timetable and filling in a computer-generated timetable sheet (for example, TUESDAY AFTER LUNCH, t whq).



Recognise and respond to more complex instructions and directions involving several steps

Students could be learning through:

- tracking a course on a street map after being given signed directions;
- role-playing going on an outing to the zoo or museum, taking turns at the information desk, and giving directions about where to find things;
- looking carefully at instructions on how to assemble something and then signing instructions to each other;
- following instructions signed by the teacher on how to find something in the library using the computer catalogue system.

Report events and notices in small and large groups

Students could be learning through:

- attending a Deaf community event (such as a sporting event) and reporting on it with appropriate structure (introduction, main body, and conclusion);
- taking turns signing class notices with help from the teacher;
- signing news items in small groups.

Communicate about feelings, emotions, needs, and preferences in some detail

Students could be learning through:

- comparing two similar objects and stating why they prefer one to the other, giving specific details;
- looking at a facial-expression chart and picking a face to represent how they feel about a particular event, object, or topic;
- engaging in dialogues about their happiest, saddest, and most embarrassing moments;
- drawing facial expressions and signing narratives about why the person looks like that and how they are feeling.

Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- giving and following directions and instructions in different contexts.

Students can monitor their own progress when they are:

- keeping an up-to-date portfolio of their work (including on video);
- using a checklist with items such as:
I can give and follow instructions.



Students can monitor one another's progress when they are:

- working together to use vocabulary lists and to find words in the NZSL dictionary;
- working on tasks of mutual interest;
- discussing each other's portfolios;
- watching, responding to, and helping to evaluate storytelling;
- using NZSL in small groups and giving and receiving feedback.



Level 4



Strands and Achievement Objectives

Language Skills

Students should be able to:

- recognise and respond to the meanings and purposes of NZSL in familiar contexts;
- recognise and respond to specific detail in dialogues, conversations, and reports;
- demonstrate, in sustained presentations, their understanding of the sequencing and interaction of events;
- initiate and sustain conversations;
- give extended talks on familiar topics;
- demonstrate a range of strategies to make sense of and practise language structures and vocabulary that have not yet been fully assimilated into habitual use.

Communication Functions

Students should be able to:

- 4.1 communicate about logical relationships (cause and effect, reasons, and conditions);
- 4.2 communicate using more complex expressions for time and frequency;
- 4.3 present and respond to extended narratives about everyday life;
- 4.4 follow and provide factual explanations, directions, and instructions, giving reasons and/or sequencing ideas logically;
- 4.5 communicate about plans and events in the future;
- 4.6 present explanatory narratives, arranging material and making meaning clear by using appropriate delivery, and comment on the presentations of others.

Sociocultural Contexts

Students should be able to:

- follow and understand the stories of Deaf people in a historical context;
- explain the work of agencies that cater for the needs of Deaf people;
- describe a range of telecommunications devices used by Deaf people;
- explain the importance of competitive sports to Deaf people;
- discuss how Deaf artists have contributed to the arts world.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
4.1 communicate about logical relationships (cause and effect, reasons, and conditions)	<p><i>sequencing (cause followed by result)</i></p> <p><i>sequencing (result followed by cause, with headnod)</i></p> <p><i>causative conjunctions</i> FROM, THROUGH</p> <p><i>rhetorical questions to give reasons and explanations</i></p> <p><i>conditionals</i></p>	<p>MY BABY, EAR SORE, ME WORRY++</p> <p>COMPETITION SCIENCE PROJECT YOU WIN <u>nod</u> WORK-hard IX-you</p> <p>ME FLU++, FROM WEATHER, nms-CHANGE++</p> <p>MY FATHER SERIOUS HURT THROUGH BAD ACCIDENT, ME UPSET, CRY+++</p> <p><u>rhq</u> ME !ANGRY! WHY YOU LATE AGAIN++</p> <p><u>cond</u> IF RAIN, CRICKET CANCEL</p>
4.2 communicate using more complex expressions for time and frequency	<p><i>relative time</i></p> <p><i>temporal aspect</i></p> <ul style="list-style-type: none"> – <i>continuous or progressive prolonged</i> – <i>habitual</i> – <i>iterative</i> – <i>incessant</i> 	<p>BEFORE DARK, WANT YOU <u>cond</u> HOME, IF STAY+++ IX-loc PARK, <u>neg</u> NOT SAFE, IX-loc</p> <p>WAIT+continuous</p> <p>EAT+prolonged</p> <p>LOOK-AT+habitual</p> <p>TELL+iterative</p> <p>CRY+incessant</p>
4.3 present and respond to extended narratives about everyday life	<p><i>different verb types, e.g., spatial, agreement</i></p> <p><i>classifier proforms</i></p> <p><i>adjectival and adverbial phrases</i></p> <p><i>multiple referents</i></p> <p><i>non-manual signals</i></p>	<p><u>t</u> HOMEWORK, me-GIVE OUT-to all, YOU-all WORK-extremely-hard, WRITE CLEAR, TOMORROW YOU-all BRING HOMEWORK, GIVE-me, IX-me CHECK++</p>



<p>4.4 follow and provide factual explanations, directions, and instructions, giving reasons and/or sequencing ideas logically</p>	<p><i>directions</i></p> <p><i>listing using imperatives</i></p> <p><i>rhetorical questions for reasons</i></p> <p><i>ordinal numbers</i></p> <p><i>prepositional phrases</i></p>	<p>WALK-straight, TURN-right, WALK-downstairs</p> <p>IX-index finger BACKPACK, PUT-AWAY IX-middle finger MATHS BOOK, TAKE-OUT IX-third finger PEN, PAPER, READY</p> <p><u>rhq</u> PLANT IX-it GREEN, HOW, SUN nms-ABSORB IX NAME fs-CHLOROPHYLL, <u>nod</u> MAKE CHANGE GREEN IX</p> <p>IX-loc CITY, BUILDING NAME fs-BNZ, MY FATHER WORK IX-loc 5th FLOOR</p> <p>TUNNEL, TRAIN THROUGH TABLE, CAT SIT UNDER</p>
<p>4.5 communicate about plans and events in the future</p>	<p><i>signs made in the future timeline, e.g., FUTURE, TOMORROW, NEXT WEEK, LATER, SOON</i></p> <p><i>listing and sequencing</i></p>	<p>NEXT WEEK, WHEN EXAM FINISH, me-VISIT UNCLE, WILL IX-me, <u>rhq</u> WHERE SOUTH ISLAND, <u>neg</u> HAVE-SEE nms-LONG-TIME</p> <p>TOMORROW CHRISTMAS PRESENT ME BUY++, IX-index finger GRANDMOTHER IX-middle finger MUM IX-third finger BROTHER</p>
<p>4.6 present explanatory narratives, arranging material and making meaning clear by using appropriate delivery, and comment on the presentations of others.</p>	<p><i>ordering of information – general to specific detail</i></p> <p><i>multiple referents</i></p> <p><i>clear use of five parameters of signs</i></p>	<p>nms-LONG-TIME-AGO, IX-he MAN NAME fs-ALEXANDER BELL, (name sign) BELL HE FAMOUS IX-he <u>rhq</u> WHY, fs-INVENTOR, HE DECIDE <u>neg</u> THEY-2 DEAF, MARRY NOT-ALLOW tend-to</p> <p>IX-loc SCOTLAND, IX-he BORN IX-loc IX-loc ENGLAND, IX-loc IX-he TEACH++ DEAF, <u>nod</u> HE TEACHER, IX-he</p> <p>IX-loc AMERICA, IX-he FIRST MAKE, <u>rhq</u> WHAT, TELEPHONE</p>



Suggested Sociocultural Contexts

Students should be able to:	Students could take part in activities that give them opportunities to:
<ul style="list-style-type: none"> follow and understand the stories of Deaf people in a historical context; 	<ul style="list-style-type: none"> retell stories from Deaf history in NZSL and ask and answer related questions;
<ul style="list-style-type: none"> explain the work of agencies that cater for the needs of Deaf people; 	<ul style="list-style-type: none"> have visitors from or visit agencies that cater for the needs of Deaf people (e.g., The Deaf Association of New Zealand) and ask questions about the services provided;
<ul style="list-style-type: none"> describe a range of telecommunications devices used by Deaf people; 	<ul style="list-style-type: none"> learn how different telecommunications devices work;
<ul style="list-style-type: none"> explain the importance of competitive sports to Deaf people; 	<ul style="list-style-type: none"> explore the activities and roles of current Deaf sports competitions in New Zealand;
<ul style="list-style-type: none"> discuss how Deaf artists have contributed to the arts world. 	<ul style="list-style-type: none"> research Deaf artists, including Deaf Māori artists.

Suggested Learning and Assessment Activities

Communicate about logical relationships (cause and effect, reasons, and conditions)

Students could be learning through:

- taking part in class discussions on news topics, such as natural disasters (for example, earthquakes), and investigating the topic (for example, how earthquakes occur);
- watching a story on video, stopping it before the conclusion, and discussing in groups the possible endings, giving reasons;
- studying an object such as a fossil and discussing how it was formed.

Communicate using more complex expressions for time and frequency

Students could be learning through:

- discussing regular activities such as sports practice and music lessons, talking about when and how frequently these occur;
- discussing less regular events and occurrences such as leap years and the Olympic games.



Present and respond to extended narratives about everyday life

Students could be learning through:

- watching more experienced signers present at assembly or other occasions and recounting the main points in the correct sequence;
- giving talks to the class about their favourite time of year, ensuring that the structure of the talk includes an introduction, body, and conclusion and that the ideas link together coherently.

Follow and provide factual explanations, directions, and instructions, giving reasons and/or sequencing ideas logically

Students could be learning through:

- giving and receiving directions for going from the school to a nearby location (such as the local park) and following each other to see if the intended destination is reached;
- giving and receiving instructions on how to operate a piece of equipment (such as the overhead projector);
- explaining to the class how to prepare a favourite meal, with some commentary on why certain ingredients are used or how some ingredients can be substituted for others.

Communicate about plans and events in the future

Students could be learning through:

- taking turns in small groups to discuss their plans for the coming year;
- brainstorming together to think of a goal for the class, such as holding a fundraising event and giving the proceeds to charity, then planning the steps to achieve the goal by the end of the school year;
- asking visitors to the class about their plans for the future.

Present explanatory narratives, arranging material and making meaning clear by using appropriate delivery, and comment on the presentations of others

Students could be learning through:

- watching Deaf presenters on video or DVD and commenting on the structure and sequencing of material;
- giving presentations to small and large groups on topics of their own choice;
- using a range of technologies, such as computer programs, video, and photography, to enhance the quality of presentations.



Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- discussing how famous people, both Deaf and hearing (for example, Edmund Hillary, Helen Keller), set and achieved their goals.

Students can monitor their own progress when they are:

- keeping video or DVD portfolios of their work up to date.

Students can monitor one another's progress when they are:

- working together on tasks of mutual interest;
- recording each other's work on video and giving feedback.



Levels 5 and 6 Proficiency Statement

By the end of level 6, learners are able to interact with others to exchange information, ideas, and opinions on a wide variety of topics and in a wide range of specified cultural contexts. Learners can make use of context and familiar language to work out, construct, and express meanings and relationships between things, events, and ideas. Learners are increasingly confident in using a range of language-learning technologies to communicate.





Strands and Achievement Objectives

Language Skills

Students should be able to:

- use context and familiar language to work out meaning and the relationships between things, events, and ideas;
- initiate and sustain conversations on a variety of topics and in different contexts;
- interact with others to clarify information, ideas, and opinions;
- identify language features and their meaning and purpose;
- use a wide range of vocabulary and structures in a range of contexts.

Communication Functions

Students should be able to:

- 5.1 communicate about plans for the future;
- 5.2 communicate about obligations and responsibilities;
- 5.3 recount experiences and events and communicate information, ideas, and opinions, respecting and responding to others;
- 5.4 describe, compare, and contrast people, places, and things in detail.

Sociocultural Contexts

Students should be able to:

- explain the opposing viewpoints about language learning for the Deaf during the hundred years between 1880 and 1980;
- identify some of the professional opportunities available to Deaf people;
- recognise inventions and contributions made by Deaf people in the past that have had a major impact on society;
- investigate the social effects of the 1989 World Games for the Deaf in New Zealand;
- describe Deaf involvement in the film and theatre industries.



Suggested Language Focus and Examples

Level 5

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
5.1 communicate about plans for the future	<p><i>listing</i></p> <p><i>sequence of information and natural temporal order</i></p> <p><i>modal verbs</i></p> <p><i>notional timelines</i></p> <p><i>conditional</i></p>	<p>NEXT YEAR IX-he fs-BOB WANT STUDY IX-index finger MATHS, IX-middle finger ENGLISH, IX-third finger ACCOUNTING, IX-little finger PHYSICS, IX-thumb CHEMISTRY</p> <p>_____rhq IX-all STUDY WHERE, IX-loc OTAGO UNIVERSITY</p> <p>ME FIND JOB, WORK-hard SAVE+++ (grow- _____nod puff face) BUY HOUSE, WILL IX-me</p> <p>MY SCHOOL HOLIDAY, GO OVERSEAS OR SKIING ME PLAN, ME nms-DOUBT</p> <p>SCHOOL FINISH, ME WORK++ SAVE++, OVERSEAS TRAVEL FINISH, BACK-home, UNIVERSITY STUDY++</p> <p>_____cond IF RUGBY WIN, ALL PARTY+++</p>
5.2 communicate about obligations and responsibilities	<p><i>modal verbs in questions and statements</i></p> <p><i>statement of obligation</i></p> <p><i>temporal aspect to show frequency (responsibility)</i></p>	<p>Signer A: THIS SATURDAY, YOU PLAY HOCKEY, _____y/n q WILL IX-you</p> <p>Signer B: wave+NO, LOOK-AFTER _____nod MY SISTER, MUST IX-me</p> <p>BEFORE DINNER, ME MUST DO HOMEWORK</p> <p>EVERY-DAY FEED+++ MY DOG</p>



<p>5.3 recount experiences and events and communicate information, ideas, and opinions, respecting and responding to others</p>	<p><i>notional timelines incorporating elements of numbers and/or comparing and contrasting two different people's views</i></p>	<p>THREE WEEK AGO, TWO MOVIE IX-she fs-SUE WITH-2 WATCH FINISH, 1st ^{neg} MOVIE, ME DON'T-LIKE, IX-she fs-SUE LIKE BOTH, BOTH-2 DIFFERENT PERSPECTIVE</p>
<p>5.4 describe, compare, and contrast people, places, and things in detail.</p>	<p><i>classifiers</i></p> <p><i>contrasting two referents in the signing space</i></p> <p><i>comparing – using THAN</i></p>	<p>LAST YEAR SPEECH COMPETITION PEOPLE (nms-puff face) (2h) PCL: “crowd” THIS YEAR SPEECH COMPETITION PEOPLE (nms-puff face extreme) (2h) PCL: “crowd”</p> <p>IX-left MATHS TEACHER IXa CLEVER IX-right ENGLISH TEACHER IXb SMART IXa GOOD TEACH IXb TEACH TOUGH IXa SOFT IXb STRICT</p> <p>IX-left SUPERMARKET !CHEAP! THAN IX-right SUPERMARKET EXPENSIVE</p>

Suggested Sociocultural Contexts

<p>Students should be able to:</p>	<p>Students could take part in activities that give them opportunities to:</p>
<ul style="list-style-type: none"> explain the opposing viewpoints about language learning for the Deaf during the hundred years between 1880 and 1980; 	<ul style="list-style-type: none"> learn about the Milan Congress and the effects on Deaf teachers and students afterwards;
<ul style="list-style-type: none"> identify some of the professional opportunities available to Deaf people; 	<ul style="list-style-type: none"> explore the types of professions Deaf people have been involved in; interview Deaf professionals;
<ul style="list-style-type: none"> recognise inventions and contributions made by Deaf people in the past that have had a major impact on society; 	<ul style="list-style-type: none"> research a range of inventions and contributions by Deaf people; present the results of their research;
<ul style="list-style-type: none"> investigate the social effects of the 1989 World Games for the Deaf; 	<ul style="list-style-type: none"> prepare and give a presentation about the World Games for the Deaf or the effects of this major event;
<ul style="list-style-type: none"> describe Deaf involvement in the film and theatre industries. 	<ul style="list-style-type: none"> learn about Deaf overseas actors who have contributed to film and theatre; explore the message behind at least one story acted in sign language.



Suggested Learning and Assessment Activities

Communicate about plans for the future

Students could be learning through:

- considering, in small groups, different career options that they would like to pursue and discussing how they might go about training and qualifying to achieve those careers;
- thinking about the next school holidays and listing the things they would like to do, recording the list on video, then reviewing this after they return from the holidays to see how many of those things they actually achieved.

Communicate about obligations and responsibilities

Students could be learning through:

- interviewing friends and family about their obligations and responsibilities and presenting the information that they gather to the class;
- investigating the responsibilities that are part of some occupations or roles that they are interested in;
- thinking about their own obligations and responsibilities at home and at school and comparing theirs with those of a peer, noting the similarities and differences and possible reasons for these (for example, birth order);
- discussing, with the classroom teacher, the responsibilities of students and teachers at school and setting up ground rules for a more effective working relationship.

Recount experiences and events and communicate information, ideas, and opinions, respecting and responding to others

Students could be learning through:

- interviewing friends after a significant event and recording their reactions in a reporting style, then making comments about the similarities and differences in their friends' reactions;
- interviewing friends about their primary school memories – teachers, classmates, activities, clothes, and so on;
- giving a class talk on a significant recent event, recalling important details and allowing the class to ask questions;
- watching a movie or documentary and giving opinions about the events and about the behaviour and manner of the characters involved.

Describe, compare, and contrast people, places, and things in detail

Students could be learning through:

- looking at photographs of different landscapes and cities and describing the features in detail;
- comparing and contrasting two or more tools that have the same function, pointing out the pros and cons of each tool, and then deciding on an overall “winner”;



- examining photographs of people who look very similar (for example, two sisters) and describing the subtle differences in their features;
- choosing two regions, cities, or towns in New Zealand and then describing in detail the features of each, including population, landmarks, places of interest, and so on.

Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- watching dialogues and marking checklists on the basis of the presence or absence of specified content;
- watching as information is presented and answering multiple-choice questions;
- demonstrating the use of the basic features of formal register for public speaking in NZSL (clear articulation, less facial expression, use of fewer marked or complex handshapes, larger signs, reduced and deliberate signing space, and greater use of pauses).

Students can monitor their own progress when they are:

- keeping video portfolios of their work up to date;
- keeping ordered lists of vocabulary in their handshape dictionaries and adding to them regularly;
- checking their knowledge of handshapes against the lists they compile.

Students can monitor one another's progress when they are:

- working together on tasks of mutual interest;
- recording each other's work on video and giving feedback.

Handshape Activities

- Students find minimal pairs (where all parameters of the items in each pair are the same except for one) for a list of signs given by the teacher.
- Students make up short stories (of two or three sentences) that use the same repeated handshape (alliteration).
- Students create an NZSL poem in which each line begins with one of the seven basic handshapes.
- Students create a "one sign at a time" story using one or more of the seven basic handshapes (for example, using the "1" handshape, the first student signs ONE, the second TIME, the third IX-me, and so on).



Level 6



Strands and Achievement Objectives

Language Skills

Students should be able to:

- identify language features and their effects in a range of contexts;
- extract and interpret information from signed texts;
- use NZSL confidently and effectively in a variety of settings;
- initiate and sustain conversations in both formal and informal situations;
- give presentations on both familiar and unfamiliar topics, using appropriate technologies in a range of contexts;
- communicate in a variety of formal and informal situations.

Communication Functions

Students should be able to:

- 6.1 recount experiences and events, and communicate information, ideas, and opinions, in consultation with others and responding to their contributions;
- 6.2 communicate about hypothetical problems and possible solutions in consultation with others;
- 6.3 communicate about plans, hopes, aspirations, and intentions;
- 6.4 communicate using clear articulation, slightly larger signs, a measured signing pace, and good command of pauses.

Sociocultural Contexts

Students should be able to:

- examine the effects of the Milan Congress of 1880 and the subsequent effects on Deaf education;
- investigate Deaf activism;
- describe some of the types of technology that Deaf people need to become successful in their careers and in business;
- consider the specific needs that Deaf people have in the sporting world;
- examine Deaf involvement in expressive art.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
6.1 recount experiences and events, and communicate information, ideas, and opinions, in consultation with others and responding to their contributions	<p><i>sequencing</i> – <i>natural temporal order</i></p> <p><i>turn-taking techniques including interruptions, interjections, etc.</i></p> <p><i>sign, mime, classifier use in narrative</i></p>	<p>LAST NIGHT, ME DINNER FINISH, me-VISIT SISTER, TV BOTH-2 WATCH</p> <p>Turn-take: Signers A/B A. TV PROGRAMME fs-SHORTLAND STREET, _____ y/n q YOU WATCH IX-you</p> <p>_____ nod B. ME FINISH WATCH, YOU KNOW, IX-she fs-SARAH POTTS _____ whq WHAT HAPPEN</p> <p>_____ neg A. DON'T-KNOW YET, MAYBE MARRY fs-ANDREW OR fs-CRAIG</p> <p>YESTERDAY ME WALK “fall over”, UP, (2h) PCL:5 “people-look-at-me”, ME EMBARRASS IX-me</p>
6.2 communicate about hypothetical problems and possible solutions in consultation with others	<i>conditionals</i>	<p>_____ cond IF PETROL RUN-OUT, PETROL _____ whq STATION WHERE</p>
6.3 communicate about plans, hopes, aspirations, and intentions	<p><i>notional timelines</i></p> <p><i>modals</i></p>	<p>NEXT YEAR ME GO-to ENGLAND TWO YEAR WORKING HOLIDAY, HOPE AFTER ME GO-to AUSTRALIA MAYBE ONE YEAR, BACK-home, WORK++, BUY HOUSE, nms-SETTLE-DOWN</p> <p>MY HOUSE on-MARKET ONE-WEEK SOMEONE shoulder-tap-me HEARD POSSIBLE HOUSE SOLD TOMORROW, ME !HOPE!</p>



Suggested Learning and Assessment Activities

Recount experiences and events, and communicate information, ideas, and opinions, in consultation with others and responding to their contributions

Students could be learning through:

- watching a story told by the teacher that contains a common or universal theme, then coming up with their own stories of similar experiences, which they share in pairs, noting the similarities and differences. Learners then join another pair and construct a composite story that integrates parts of the original four stories;
- investigating sections of a story (for example, separately interviewing one person each who was involved in an incident), reporting back to the group, and using all the information gathered to produce a coherent narrative of the events.

Communicate about hypothetical problems and possible solutions in consultation with others

Students could be learning through:

- role-playing a person complaining about a hotel room, or about service in a restaurant, and finding a number of possible solutions;
- role-playing an information office employee helping a tourist find a suitable place to stay;
- using the information in a television guide (available on the Internet) and playing the roles of family members arguing about their choice of viewing for the evening;
- identifying a potential problem at school, such as a lack of storage lockers or an increase in graffiti, and discussing possible solutions.

Communicate about plans, hopes, aspirations, and intentions

Students could be learning through:

- inviting a successful Deaf person (for example, a university student who is making good progress) to come and talk about their life and what motivates them to succeed;
- inviting an NZSL user, for example, an interpreter, to come and talk about how they use NZSL in their work;
- giving a presentation on what they would do if they became rich;
- drawing a timeline of their future in five-year increments and thinking about what they will be doing at those times, then comparing their predictions with those of a peer.



Communicate using clear articulation, slightly larger signs, a measured signing pace, and good command of pauses

Students could be learning through:

- taking turns to present at assembly, introducing and thanking guest speakers (using more extended forms of introduction or final summary), and attending pōwhiri and other events;
- attending functions outside school at which formal protocols are used, such as book or video launches or Deaf Awareness Week events;
- entering speech competitions;
- role-playing interviews (for example, for acceptance into a university course).

Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- watching dialogues and modifying them in specified ways (such as changing register or tense);
- giving presentations based on information gathered from authentic sources.

Students can monitor their own progress when they are:

- keeping video or DVD portfolios of their work up to date.

Students can monitor one another's progress when they are:

- working together on tasks and presentations of mutual interest.

Handshape Activities

- Students find minimal pairs for signs on their own.
- Students create short stories with signs that are all signed in the same location.



Levels 7 and 8 Proficiency Statement

By the end of level 8, learners are able to communicate confidently in a variety of situations and environments and to explore ideas, information, and opinions. Learners can use language for a variety of purposes, to entertain and persuade as well as to inform. Learners use a range of language-learning technologies effectively, and their behaviour is culturally appropriate in most social situations involving users of NZSL as their first language.



Level 7



Strands and Achievement Objectives

Language Skills

Students should be able to:

- comprehend the details and summarise the meaning of content signed by other users of NZSL in a range of contexts;
- recognise, present, and respond to various kinds of information and identify meaning, purpose, and intended audience;
- initiate and maintain communication confidently in a variety of situations and environments.

Communication Functions

Students should be able to:

- 7.1 communicate confidently, clearly, and persuasively in a variety of situations and environments;
- 7.2 communicate and explore information, ideas, and opinions and facilitate discussion;
- 7.3 express and respond to advice, warnings, and suggestions, approval and disapproval, and agreement and disagreement;
- 7.4 access increasingly complex information and respond in ways that inform, persuade, influence, or entertain others, according to their purpose.

Sociocultural Contexts

Students should be able to:

- demonstrate how certain prominent Deaf people have shaped change in education on a national and international basis;
- appreciate the impact of high-profile people who have shaped Deaf culture at an international level;
- explain technological achievements, for example, those of Alexander Graham Bell;
- describe some of the organisations and agencies that support Deaf sports at an international level;
- describe how some Deaf community members have become involved in arts and crafts and the support they have received.



Suggested Language Focus and Examples

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
7.1 communicate confidently, clearly, and persuasively in a variety of situations and environments	<i>rhetorical questions</i> <i>modals</i>	ME PASS EXAM _____ <u>nod</u> _____ <u>rhq</u> WILL IX-me, WHY, STUDY++ THROUGH SUMMER, IX-me TOMORROW we-ALL GO-to MUSEUM, nms-DOUBT, BETTER CHECK _____ <u>cond</u> IF FINISH BOOK VAN
7.2 communicate and explore information, ideas, and opinions and facilitate discussion	<i>questions</i>	ME PASS NCEA, IX-me UNCERTAIN, _____ <u>y/n q</u> YOU THINK, IX-me PASS IX-me
7.3 express and respond to advice, warnings, and suggestions, approval and disapproval, and agreement and disagreement	<i>negation</i> – <i>headshake</i> <i>multi-channel signs</i>	IX-it fs-MS (methylated spirits), IX-it _____ <u>neg</u> DANGEROUS, !UMM! DRINK, IX-it POISON WE-all DEAD, IX-it USE-for SCIENCE _____ <u>neg</u> YOU THINK HE CLEVER, ME AGREE MY TEACHER, SPORT, SHE TOUGH, _____ <u>rhq</u> BUT ME FEEL WHAT, HER STUDENT CAN'T-BE-BOTHER LAST NIGHT MY fs-NCEA ASSIGNMENT FINISH, mcs-PAH
7.4 access increasingly complex information and respond in ways that inform, persuade, influence, or entertain others, according to their purpose.	<i>modals</i> <i>rhetorical questions</i>	_____ <u>t</u> NEXT ELECTION PRIME-MINISTER _____ <u>whq</u> _____ <u>nod</u> _____ <u>rhq</u> WHO CHANGE FEEL IX WHY, MANY _____ <u>neg</u> PEOPLE NOT-HAPPY PRIME-MINISTER _____ <u>nod</u> THINK MONEY !IMPORTANT! THAN PEOPLE



Suggested Sociocultural Contexts

Students should be able to:	Students could take part in activities that give them opportunities to:
<ul style="list-style-type: none"> demonstrate how certain prominent Deaf people have shaped change in education on a national and international basis; 	<ul style="list-style-type: none"> research the stories of these Deaf personalities and determine how they shaped effective change;
<ul style="list-style-type: none"> appreciate the impact of high-profile people who have shaped Deaf culture at an international level; 	<ul style="list-style-type: none"> learn about these personalities and how they made an impact;
<ul style="list-style-type: none"> explain technological achievements, for example, those of Alexander Graham Bell; 	<ul style="list-style-type: none"> learn about technological achievements, for example, Alexander Graham Bell's, and their effects on the Deaf community;
<ul style="list-style-type: none"> describe some of the organisations and agencies that support Deaf sports at an international level; 	<ul style="list-style-type: none"> learn about the roles and functions of organisations that support Deaf sports at an international level;
<ul style="list-style-type: none"> describe how some Deaf community members have become involved in arts and crafts and the support they have received. 	<ul style="list-style-type: none"> learn about work opportunities and funding for Deaf artists.

Suggested Learning and Assessment Activities

Communicate confidently, clearly, and persuasively in a variety of situations and environments

Students could be learning through:

- thinking about their plans for the holiday period and giving a talk on these, highlighting why the holiday will be a successful one;
- telling a careers adviser about what they plan to do when they leave school and explaining how the qualification or career they have chosen will make use of their skills and strengths;
- role-playing interviews for entry into university or when applying for a job;
- asking a peer what their thoughts are on a particular topic (for example, medical insurance) and then trying to persuade them to see a different perspective;
- participating in university open days and asking questions of NZSL lecturers and other university staff, if appropriate, about any courses of interest.



Communicate and explore information, ideas, and opinions and facilitate discussion

Students could be learning through:

- choosing furniture for their bedroom, taking advice from a friend and keeping within a budget;
- role-playing discussing a problem with two friends who have different views and solutions;
- role-playing a discussion in which a parent or caregiver complains about a teenager's behaviour, attitude, and performance at school and asks for improvement.

Express and respond to advice, warnings, and suggestions, approval and disapproval, and agreement and disagreement

Students could be learning through:

- role-playing a situation in which one of them expresses their feelings and asks for an explanation about the other's failure to meet as arranged for an outing;
- role-playing being with friends who try to persuade them to do a range of things, some of which they want to do and some of which they don't, and discussing their reactions;
- checking whether a generalisation (for example, that young people don't want to work) is true in the case of a group of students and using the information gathered to conduct a debate on the issue.

Access increasingly complex information and respond in ways that inform, persuade, influence, or entertain others, according to their purpose

Students could be learning through:

- viewing an exhibition, show, or performance and giving a talk critiquing the work seen;
- watching a debate on a health issue (for example, cigarette smoking) and identifying facts and opinions;
- discussing, in pairs or groups, the things they do now, stating how they think they might feel about their own children doing these things, and explaining why they might feel this way.

Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- modifying dialogues they have seen in specified ways;
- watching dialogues and checking for the presence or absence of specified content;
- watching someone communicating information, and then answering multiple-choice questions about it.



Students can monitor their own progress when they are:

- keeping video or DVD portfolios of their work up to date;
- keeping lists of known vocabulary items in their handshape dictionaries and adding to them regularly.

Students can monitor one another's progress when they are:

- working together on vocabulary lists;
- working in pairs or groups to search for information on a topic and using it to prepare presentations;
- working together on tasks and presentations of mutual interest.

Handshape Activities

- Students create short stories or poems using an alphabetical (or other) handshape progression.



Level 8



Strands and Achievement Objectives

Language Skills

Students should be able to:

- use a range and variety of language registers in presentations to different audiences and for different purposes;
- engage in extended interactions.

Communication Functions

Students should be able to:

- 8.1 communicate about certainty, uncertainty, possibility, and probability;
- 8.2 develop an argument and point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways in different contexts;
- 8.5 respond to selected and adapted texts linked to NZSL and Deaf culture.

Sociocultural Contexts

Students should be able to:

- research issues of topical interest to the Deaf community;
- describe their own goals and talents;
- think critically about the pros and cons of a debate topic relevant to the Deaf community;
- explain why sport is an integral part of many Deaf people's lives;
- examine the growth of Deaf film-making.



Suggested Language Focus and Examples

Level 8

Communication Functions	Suggested Language Focus	Examples
<i>Students should be able to:</i>		
8.1 communicate about certainty, uncertainty, possibility, and probability	<p><i>modal verbs</i></p> <p><i>metaphors</i></p>	<p>_____t NEXT OLYMPIC GAMES, !FEEL SURE! fs-NZ WIN TEN GOLD MEDAL</p> <p>_____nod WILL IX-they</p> <p>NEXT YEAR, OTAGO UNIVERSITY OR AUCKLAND UNIVERSITY, ME UNCERTAIN</p> <p>MY TEACHER YELL-to-me, ME (2h) BPCL:2 unspread “dog ear down”</p>
8.2 develop an argument and point of view, with reasons	<p><i>rhetorical questions</i></p> <p><i>debate: agree or not (dialogue)</i></p>	<p>_____rhq ME NERVOUS, WHY, ME WILL PRESENTATION, _____rhq WHAT-FOR, SCHOOL COMPETITION, _____rhq WHERE, fs-MICHAEL FOWLER CENTRE</p> <p>Signer A YOU KNOW (name sign) or fs-DAVID LANGE, HE DIE LAST YEAR, nms-LONG-TIME-AGO, _____rhq HE STOP WHAT, NUCLEAR BOMB TEST+++ _____neg _____neg HE WANT IX-it BRING-here fs-NZ WANT IX-he</p> <p>Signer B _____neg _____neg AH, NOT-REALY HE HOPELESS, NOT- GOOD CONTROL, IX-he</p> <p>Signer A BUT REMEMBER RAINBOW WARRIOR _____rhq BOAT BOMB HAPPEN, WHERE, AUCKLAND, RAINBOW WARRIOR HELP PEOPLE AGAINST NUCLEAR BOMB, THAT-WHY fs-NZ FAVOUR DAVID LANGE IX-he</p>



<p>8.3 recount a series of events to inform, persuade, or entertain</p>	<p><i>humour</i></p>	<p>ME LAUGH++ LONG-TIME-AGO, MY FRIEND fs-PAM, ME TRAVEL TRAIN, IX-loc TO WELLINGTON, WE-2 STOP fs-RAURIMU, ANOTHER TRAIN PULL-OVER, DRIVER CHANGE-OVER, SUDDENLY SAW fs-KELLY ANOTHER TRAIN, SIGNING THROUGH WINDOW, EVERYBODY STARE US, THINK WE-2 CRAZY, LAUGH++</p>
<p>8.4 communicate the same information in different ways in different contexts</p>	<p><i>register</i></p>	<p>Dialogue 1: Signer A (Principal) YOUR TEXT-PHONE, _____ neg ALLOW IN SCHOOL ENVIRONMENT, _____ cond IF YOU BRING, ME TAKE WILL IX-me, WHEN SCHOOL FINISH, GIVE-back, NOW PLEASE GIVE-me</p> <p>Signer B (Student) ALL RIGHT</p> <p>Dialogue 2: Signer A (Student) TEACHER nms-BLEW-up, WE-all TROUBLE, _____ neg ALLOW TEXT-PHONE IN CLASS</p> <p>Signer B (Student) IX-me “shrug shoulder” mcs-DON'T CARE, BOTH TROUBLE, IX-me STILL nms-TEXT++ mcs-DON'T CARE</p>
<p>8.5 respond to selected and adapted texts linked to NZSL and Deaf culture.</p>		<p>NAME IX-me fs-PETER, ME BORN WELLINGTON, GO DEAF SCHOOL IX-me, BOARD THERE, FIRST DAY ME NEVER FORGET MOTHER LEAVE, ME UPSET, CRY++</p>



WELLINGTON



Suggested Sociocultural Contexts

Students should be able to:	Students could take part in activities that give them opportunities to:
<ul style="list-style-type: none"> research issues of topical interest to the Deaf community; 	<ul style="list-style-type: none"> discuss the effects of mainstreaming Deaf students;
<ul style="list-style-type: none"> describe their own goals and talents ; 	<ul style="list-style-type: none"> research work and career opportunities;
<ul style="list-style-type: none"> think critically about the pros and cons of a debate topic relevant to the Deaf community; 	<ul style="list-style-type: none"> take part in a debate or discussion of Deaf issues or issues involving Deaf themes, theories, or ideologies;
<ul style="list-style-type: none"> explain why sport is an integral part of many Deaf people’s lives; 	<ul style="list-style-type: none"> explore the role of sport in the Deaf community; examine media coverage of important Deaf sports events and competitions at all levels;
<ul style="list-style-type: none"> examine the growth of Deaf film-making. 	<ul style="list-style-type: none"> learn about Deaf people involved in the film industry.

Suggested Learning and Assessment Activities

Communicate about certainty, uncertainty, possibility, and probability

Students could be learning through:

- role-playing an interview on television in which the interviewee expresses their feelings and hopes for people caught in a natural disaster, such as an earthquake or flood;
- describing, to someone visiting New Zealand for the first time, what they could do during their visit, taking into account variables such as weather and road conditions;
- ranking significant events that may occur in their own future lives (for example, marriage) in terms of probability and then signing them to each other in descending order of probability.

Develop an argument and point of view, with reasons

Students could be learning through:

- putting forward a proposition (for example, that it is healthier to be a vegetarian than a meat-eater) and providing supporting details;
- preparing a product and presenting it to the class, attempting to persuade them of its merits;



- interviewing friends about what they would do to improve society if they were in positions of power and asking why they would choose these actions rather than others;
- viewing a recent news item about an environmental issue and using the information provided by the item to debate different points of view;
- examining how a character in a story responds to a problem and talking about different possible responses;
- setting up a simulated television programme to discuss a problem that has contemporary relevance.

Recount a series of events to inform, persuade, or entertain

Students could be learning through:

- producing a story in groups, using a plot, setting, and characters supplied by prompts in the form of picture cards and guide questions, with each student first adding a section to a group story and then repeating the process individually and developing their own plot, setting, and characters;
- preparing a television item to mark the anniversary of a significant event and discussing, in the broadcast, the consequences of the event.

Communicate the same information in different ways in different contexts

Students could be learning through:

- describing an event in which they have participated to (a) the principal of their school, (b) their best friend, and (c) a Deaf visitor;
- discussing the school canteen food with their friends and summarising the views presented in the discussion as a video recording to present to health authorities, either as a complaint or as praise.

Respond to selected and adapted texts linked to NZSL and Deaf culture

Students could be learning through:

- designing a cover for a video produced in NZSL class;
- using a picture of people as the basis for creating an imagined dialogue between them;
- using a picture as a starting point for a detailed description;
- telling a friend about a signed video they have seen and reviewing it for the class;
- preparing and acting out a short play based on a photograph, a painting, or a historical event;
- watching a short narrative, and then dramatising sections of it, working in pairs or small groups.



Most of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievement or their own.

Teachers can monitor students' progress when students are:

- tracing the history of three organisations, comparing and contrasting each with the other two, then giving a summary to the class;
- describing a piece of complex machinery, first as a whole machine, then going into detail about one part, and then switching back to talking about the whole machine again;
- modifying dialogues in specified ways (for example, maintaining or changing frames of reference);
- watching someone communicating information, then answering multiple-choice questions about it;
- giving simulated broadcast commentaries based on information supplied from various sources.

Students can monitor their own progress when they are:

- keeping ordered lists of known vocabulary items in their handshape dictionaries and adding to them regularly;
- keeping portfolios of their work up to date and reviewing these regularly.

Students can monitor one another's progress when they are:

- working together on tasks and presentations of mutual interest;
- assessing each other's work, using predetermined criteria;
- discussing exemplars to develop understandings of how and where to improve.



Level 8



Chart of Achievement Objectives

Chart of Achievement Objectives

	LEVEL 1	LEVEL 2
Language Skills	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> recognise, respond to, and use familiar signs, phrases, and sentence patterns in familiar contexts; distinguish between statements, questions, and instructions. 	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> recognise and respond to familiar words, phrases, and sentence patterns, including correct use of noun-verb pairs; recognise and respond to simple information, including directions and instructions; use and respond to statements and questions with appropriate facial grammar.
Communication Functions	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> recognise and respond to greetings, farewells, thanks, and introductions; communicate about basic concepts of number, size, shape, and colour; communicate about basic concepts of time; communicate their wants and needs and briefly state their likes and dislikes; recognise and respond to classroom expressions and simple instructions; communicate by watching and responding to signed information and by making use of visual prompts; fingerspell their own name, their family members' names, and the alphabet. 	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> communicate about personal information, relationships, and ownership; communicate about concepts of number, including time, quantity, order, age, monetary amount, size, and shape; use questions and statements for requesting, accepting, refusing, and declining; communicate about feelings, emotions, and needs; describe people and everyday objects; use and respond to politeness conventions, directions, and instructions; communicate about plans for the immediate future; fingerspell smoothly and fluently.
Sociocultural Contexts	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> demonstrate knowledge of the basic history of Deaf schools and Deaf units within schools in New Zealand; express understanding of the cultural norms of the Deaf community; demonstrate knowledge of technological equipment used by Deaf people; show an awareness of the importance of sport to Deaf people; follow storytelling in NZSL. 	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> explore how and why Deaf schools and units were set up; show an awareness of career opportunities for Deaf people; understand that Deaf people use a wide range of technologies; explain why Deaf people enjoy and benefit from sport; explain the differences between drama and NZSL.



LEVEL 3

Students should be able to:

- understand familiar sign language structures and vocabulary in new contexts;
- make meaningful connections when new vocabulary occurs in familiar language contexts;
- apply their knowledge of vocabulary and structures to produce and respond to questions, instructions, and directions;
- initiate and maintain conversations.

Students should be able to:

- 3.1 request, offer, accept, and decline things, invitations, advice, and suggestions;
- 3.2 communicate about habits and routines;
- 3.3 recognise and respond to more complex instructions and directions involving several steps;
- 3.4 report events and notices in small and large groups;
- 3.5 communicate about feelings, emotions, needs, and preferences in some detail.

Students should be able to:

- demonstrate an awareness of how communication styles in Deaf education have changed;
- demonstrate understanding of the role of NZSL interpreters;
- describe historical forms of technology for the Deaf;
- identify famous Deaf sportspeople;
- recognise sign-singing, dance, and drama as forms of expression Deaf people can participate in and appreciate.

LEVEL 4

Students should be able to:

- recognise and respond to the meanings and purposes of NZSL in familiar contexts;
- recognise and respond to specific detail in dialogues, conversations, and reports;
- demonstrate, in sustained presentations, their understanding of the sequencing and interaction of events;
- initiate and sustain conversations;
- give extended talks on familiar topics;
- demonstrate a range of strategies to make sense of and practise language structures and vocabulary that have not yet been fully assimilated into habitual use.

Students should be able to:

- 4.1 communicate about logical relationships (cause and effect, reasons, and conditions);
- 4.2 communicate using more complex expressions for time and frequency;
- 4.3 present and respond to extended narratives about everyday life;
- 4.4 follow and provide factual explanations, directions, and instructions, giving reasons and/or sequencing ideas logically;
- 4.5 communicate about plans and events in the future;
- 4.6 present explanatory narratives, arranging material and making meaning clear by using appropriate delivery, and comment on the presentations of others.

Students should be able to:

- follow and understand the stories of Deaf people in a historical context;
- explain the work of agencies that cater for the needs of Deaf people;
- describe a range of telecommunications devices used by Deaf people;
- explain the importance of competitive sports to Deaf people;
- discuss how Deaf artists have contributed to the arts world.



Chart of Achievement Objectives

Chart of Achievement Objectives

	LEVEL 5	LEVEL 6
Language Skills	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> • use context and familiar language to work out meaning and the relationships between things, events, and ideas; • initiate and sustain conversations on a variety of topics and in different contexts; • interact with others to clarify information, ideas, and opinions; • identify language features and their meaning and purpose; • use a wide range of vocabulary and structures in a range of contexts. 	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> • identify language features and their effects in a range of contexts; • extract and interpret information from signed texts; • use NZSL confidently and effectively in a variety of settings; • initiate and sustain conversations in both formal and informal situations; • give presentations on both familiar and unfamiliar topics, using appropriate technologies in a range of contexts; • communicate in a variety of formal and informal situations.
Communication Functions	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> 5.1 communicate about plans for the future; 5.2 communicate about obligations and responsibilities; 5.3 recount experiences and events and communicate information, ideas, and opinions, respecting and responding to others; 5.4 describe, compare, and contrast people, places, and things in detail. 	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> 6.1 recount experiences and events, and communicate information, ideas, and opinions, in consultation with others and responding to their contributions; 6.2 communicate about hypothetical problems and possible solutions in consultation with others; 6.3 communicate about plans, hopes, aspirations, and intentions; 6.4 communicate using clear articulation, slightly larger signs, a measured signing pace, and good command of pauses.
Sociocultural Contexts	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> • explain the opposing viewpoints about language learning for the Deaf during the hundred years between 1880 and 1980; • identify some of the professional opportunities available to Deaf people; • recognise inventions and contributions made by Deaf people in the past that have had a major impact on society; • investigate the social effects of the 1989 World Games for the Deaf in New Zealand; • describe Deaf involvement in the film and theatre industries. 	<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> • examine the effects of the Milan Congress of 1880 and the subsequent effects on Deaf education; • investigate Deaf activism; • describe some of the types of technology that Deaf people need to become successful in their careers and in business; • consider the specific needs that Deaf people have in the sporting world; • examine Deaf involvement in expressive art.



LEVEL 7

Students should be able to:

- comprehend the details and summarise the meaning of content signed by other users of NZSL in a range of contexts;
- recognise, present and respond to various kinds of information and identify meaning, purpose, and intended audience;
- initiate and maintain communication confidently in a variety of situations and environments.

LEVEL 8

Students should be able to:

- use a range and variety of language registers in presentations to different audiences and for different purposes;
- engage in extended interactions.

Students should be able to:

- 7.1 communicate confidently, clearly, and persuasively in a variety of situations and environments;
- 7.2 communicate and explore information, ideas, and opinions and facilitate discussion;
- 7.3 express and respond to advice, warnings, and suggestions, approval and disapproval, and agreement and disagreement;
- 7.4 access increasingly complex information and respond in ways that inform, persuade, influence, or entertain others, according to their purpose.

Students should be able to:

- 8.1 communicate about certainty, uncertainty, possibility, and probability;
- 8.2 develop an argument and point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways in different contexts;
- 8.5 respond to selected and adapted texts linked to NZSL and Deaf culture.

Students should be able to:

- demonstrate how certain prominent Deaf people have shaped change in education on a national and international basis;
- appreciate the impact of high-profile people who have shaped Deaf culture at an international level;
- explain technological achievements, for example, those of Alexander Graham Bell;
- describe some of the organisations and agencies that support Deaf sports at an international level;
- describe how some Deaf community members have become involved in arts and crafts and the support they have received.

Students should be able to:

- research issues of topical interest to the Deaf community;
- describe their own goals and talents;
- think critically about the pros and cons of a debate topic relevant to the Deaf community;
- explain why sport is an integral part of many Deaf people's lives;
- examine the growth of Deaf film-making.



Grammatical Terms and Conventions of New Zealand Sign Language

Students and teachers are expected to recognise and use a range of grammatical structures in New Zealand Sign Language.

This section includes information about:

- the five formational parameters of signs
- sentence structure and the ordering of ideas
- classifiers
- pronominalised (pointing) signs
- conditionals
- fingerspelling
- modality
- questions
- referential shift
- verbs
- numerals
- affirmation
- negation.

The following section (on pages 111–113) gives information about glossing, together with a list of sign glosses.

The Five Formational Parameters of Signs

Handshape – there are about one hundred different ways that the hands can be shaped in NZSL. The more common handshapes are called “unmarked”, and those used more rarely are called “marked”. The handshape of a sign refers to the shape at its onset.

Location – refers to where the sign is articulated, either on the body or in the signing space.

Movement – the direction, speed, repetition, and manner are important in conveying meaning in signing.

Orientation – this refers to the way the palms of the hands are facing at the onset of the sign.

Non-manual signals (nms) – these carry grammatical meaning using movements of the eyes, eyebrows, head, or shoulders and various kinds of facial expression and of lip, cheek, and tongue movement, all of which can be added as inflections and used to mark whole clauses. Non-manual signals are essential in multi-channel signs, which are expressed with the hands and different facial expressions, use of the shoulders and hands, and/or mouth movement and have no English equivalent.



Sentence Structure and the Ordering of Ideas

There is more flexibility in the way that sentences are structured in NZSL than there is in English, and more repetition. The basic construction of SV (subject-verb) or SVO (subject-verb-object) is not the only acceptable way of ordering sentences in NZSL.

General to specific – background or more general information is given first, followed by more specific information.

Natural temporal order – events are ordered to reflect how they occurred in real time.

Topic-comment – the topic is used at the beginning of the sentence. It is marked as the topic using non-manual markers and is followed by a comment.

Classifiers

Classifiers are productive morphemes that represent the visual appearance, placement, movement, and/or handling of objects and animate beings. Classifiers do not occur in isolation but must be used with a noun referent. They can be inflected to show pluralisation, position, and verb movement.

Descriptive classifiers – these indicate things such as size, shape, texture, and arrangement.

Proform classifiers – these indicate things such as people, animals, and vehicles.

Pronominalised (Pointing) Signs

Pronouns – pronominal referencing uses indexing, that is, pointing to referents in the signing space with the index finger. (Deictic pronouns refer to people present in the signing space, and anaphoric pronouns refer to people who are not in the signing space.)

Possessive adjectives – these express ownership, usually signed as a fist in the direction of the referent(s).

Reflexive pronouns – these emphasise the self as the agent of the action. They are signed as SELF in the personal pronoun location.

Conditionals (cond)

One clause expresses a hypothetical question, and the following clause expresses an event contingent upon that condition. Conditionality can be expressed by signing IF at the beginning of the condition clause, followed by a result clause.

Fingerspelling (fs-)

NZSL uses the two-handed fingerspelling system to represent the English alphabet. Fingerspelling is primarily used for proper nouns.

Modality

Modality expresses judgments about how likely something is and judgments about ability, permission, intention, or obligation to do something.



Questions

Wh questions (whq) are open-ended questions requiring more than a yes or no answer. These are made using specific non-manual signals and may contain an interrogative sign such as WHY, WHAT, HOW.

Rhetorical questions (rhq) are devices used to show causation, to involve the audience in a narrative, or to draw attention to a topic or piece of information. Although question words and non-manual signals are used, no answer is expected from the audience.

Yes/no questions (polar questions) (y/n q) are questions that expect a yes or no answer. They are signed using the same signs as a statement but with different non-manual signals.

Alternative questions are questions that present two or more options and ask WHICH at the end of the sentence.

Referential Shift/Role Shift (rs)

This technique is equivalent to reporting direct speech. Signers take on the role of the reported speaker and can represent multiple characters, with the direction of the body and eye gaze allowing not only a shift in roles but also a shift in who is being addressed.

Verbs

Plain verbs – these retain the same basic movement and location at all times, e.g., LIKE.

Inflecting verbs – these change their direction, movement, orientation, or placement. These verbs include *agreement verbs* (incorporating information about person and number), e.g., GIVE, and *spatial verbs* (incorporating information about the location of an action), e.g., PUT.

Temporal aspect – this refers to the inflection of verbs to show how an action happens through time. Such inflection is used mostly in relation to *punctual verbs* (distinct events that happen momentarily) and *durative verbs* (actions that continue through a period of time).

Distributional aspect – these show quantity, manner, and/or degree.

Adverbial inflection – verbs are inflected (through changes in the movement of signs and non-manual signals) to alter the meaning adverbially (rather than by adding a separate lexical adverb as in English).

Numerals

- cardinal numbers
- ordinal numbers
- clock time
- age
- incorporation in personal pronouns
- incorporation in temporal adverbs
- money



Affirmation

- headnod (non-manual)
- lexical

Negation

- headshake (non-manual)
- lexical – NO, NOTHING, NOT-YET

Glossing

Glossing is a way of representing signs and non-manual signals in writing. Using printed English words to represent sign language has some limitations and problems. Here are some general points to note about glossing conventions that are widely used in sign language teaching and learning materials.

- Each sign has one gloss (an approximate translation in English). Generally, each gloss represents one particular sign.
- Glosses for signs are written in capital letters (for example, DEAF).
- Verbs that include subject or object locations in their movement are written in capital letters, with the subject/object in lower case (for example, me-GIVE-you, he-HELP-her).
- Sometimes a single sign requires a two-word gloss, which is shown by hyphenating the two words (for example, THANK-YOU).
- Compound signs (two-part signs) are shown by joining the two words with a + (for example, MOTHER+FATHER).
- Pointing – for deictic and grammatical reference – is shown by the symbol IX (short for index). Specific referents can be added in lower case.
- Classifiers are “constructed” signs that are often used creatively for descriptive purposes, rather than being “fixed” signs. Classifiers are shown in glossing by the code CL followed by a description of the sign meaning (for example, CL: “car swerving”).
- Fingerspelled words are indicated by fs-. Letters in capitals following fs- are fingerspelled (for example, fs-OTAKI).
- Facial grammar is indicated in glossing by a line above the signs, with symbols indicating the particular non-manual signals.
- Other sign features, such as repetition of a sign, or emphasis, also have symbols, as listed on pages 112–113.



Examples of sign glosses and their meaning

ME	me/I
IX-me	pointing to me
YOU	you
IX-you	pointing to you
IX	index or pointing
IX-he	refers to a third person or thing or “entity” concept
IX-she	
WE-all	we/us
YOU-all	you (plural)
THEY	they/them
THEY-2	referring to two people (directional to people’s location) Other options: BOTH-2, WITH-2
WE-2	
YOU-2	
MY	my
YOUR	your
HER or HIS	her or his
OUR	our
YOUR (plural)	your (plural)
THEIR	their
IX	index – pointing to a referent
IX-left	pointing to a person or object on the left
IX-right	pointing to a person or object on the right
IX-a	pointing to a person or object on the left
IX-b	ointing to a person or object on the right
IX-“...”	“...” describes what is being referred to
IX-loc	pointing to a specific location
IX-loc “...”	“...” describes the location referred to
rs	referential shift/role shift
nms	non-manual signals carry grammatical meaning using movements of the eyes, eyebrows, head, or shoulders, and various kinds of facial expression and lip, cheek, and tongue movement. Non-manual signals are shown in glossing by the following codes above the sign where the non-manual signals are made:
<u> </u> t	topic (eyebrows raised)
<u>nod</u>	headnod/affirmative
<u>neg</u>	headshake/negation



<u>y/n q</u>	yes or no question (eyebrows raised)
<u>whq</u>	wh-question, e.g., what, who, when, how? (eyebrows lowered)
<u>rhq</u>	rhetorical question (eyebrows raised)
mcs	multi-channel sign – expressed with the hands and different facial expressions, use of the shoulders and hands, and/or mouth movement and has no English equivalent.
!...!	exclamation marks for emphasis (additional facial expression)
tend-to	the fist handshape moves in a neutral space towards a person or object when the referent is a tendency or characteristic of that person or object
CL:	classifier sign
SCL:	semantic classifier
PCL:	plural classifier
DCL	descriptive classifier
ICL	instrument classifier
BPCL:	body part classifier
ECL:	element classifier
LCL:	locative classifier
BCL	body classifier
++	indicates repetition of the sign
(name sign)	the name sign of a person
age-	age number (sign touches nose)
-	a hyphen between two glossed words, which indicates that one sign is used
fs-	precedes a word that is fingerspelled
“ ”	indicates gesture or action
(2h)	uses two hands
(1h)	uses one hand (the dominant hand)
IX-index finger	non-dominant forefinger
IX-middle finger	non-dominant middle finger
IX-third finger	non-dominant third finger
IX-little finger	non-dominant little finger
IX-thumb	non-dominant thumb
IX-all	these signs are used for listing things by pointing to fingers on the non-dominant hand



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