Akapapaanga Manako

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Foreword

The *Cook Islands Curriculum Framework* (July 2002) establishes the policy for learning and assessment in all Cook Islands schools. The Curriculum Framework acknowledges the importance of English by designating Languages as one of the eight essential learning areas, by designating communication and information skills as essential skills, and by identifying literacy and numeracy as being so critical for learning that they be taught across the curriculum and that new initiatives be introduced at the junior primary level and in homes and the community.

The Curriculum Framework promotes bilingualism with a goal of high levels of biliteracy in both English and Cook Islands Maori.. The new English Curriculum promotes learning programmes that are relevant, meaningful and useful to Cook Islands students by the curriculum being structured on traditional and contemporary cultural knowledge and practices.

Pursuant to section 37 of the Education Act 1986/87 which delegates authority over the school curriculum to the Secretary of Education , I approve the Languages - English Curriculum (June 2006) as an official draft curriculum for the purposes of trialing in Cook Islands schools.

I am appreciative of the work done to develop the English Curriculum (June 2006) by a wide range of people including teachers, Curriculum Advisory Unit staff, curriculum panel members and community members. In particular I acknowledge the significant contribution made by the English Adviser, Boyd Ellison, who has led the curriculum development in this essential learning area.

K. S. Matheson

Ken Matheson

Secretary of Education

Akameitakianga

Acknowledgement

The Language Panel under the facilitation of Boyd Ellison has contributed to the development of this document. The consistent support of Maara Schell of Avatea School is particularly noted.

The contribution by the Tumu Korero - Tepoave Raitia has given the document that cultural grounding and enrichment. Thanks also to the Ministry of Culture, other government ministries & non-government organizations for their input in the development of this document.

The support and facilitation of Upokoina Herrmann, Director of Operations and staff of the Curriculum Advisory Unit is greatly appreciated.

Thanks to Edna Allan & Margaret Teiti for their skills and patience in the layout of this document.

Tuatua Akamataanga

Introduction

Toou Reo
E akaperepere i toou reo
Na te Atua i oronga mai i te reira
Auraka kia ngaro toou reo
K,o te poiri aea koe
I to tu Maori
E apii i taau au tamariki
K,i toou reo tupuna, kia ora koe.

Your Language
Treasure your language
It is a gift from God
Preserve your language
So you may know your
True Maori nature
Teach your children
Their ancestral language, to live

Na Kauraka Kauraka

Toou Reo is a poem by renowned Cook Islands poet Kauraka Kauraka. It holds a special place in this document as many of the sentiments of the poem are reflected in the intent of this curriculum statement. As we read his words, we gain an understanding of the importance that language plays in shaping individual, community and national identity. We also realise that language forms our perception or world view, how we interpret actions or events, how we create and perform and how our investigations into different aspects of the modern world have been flavoured by our cultural identity, history and values.

The English Language Curriculum shares similar sentiments while developing the notion that cultural knowledge is the foundation for learning. It is through Cook Islands culture, values, practices and knowledge that we are offered a unique view that can be taught to our children and shared with the world. As educators, it is important that we start with the world that was left for them by their ancestors.

The stories tell us of feats like navigating the vast Pacific Ocean using the stars, tides and winds; planting and fishing by the lunar calendar; through to traditional leadership and health systems. They also reveal some of the beliefs and values that connected people and their environment.

These and many other practices have been gradually lost, as modernisation has taken place. It is the aim of the English Language curriculum to use cultural knowledge and practices, merged with the contemporary culture of the Cook Islands, while meeting today's educational requirements to enable our students to become productive members of our society and the wider world.

This document is one of two language documents that make up the Cook Island Languages Curriculum. English language programmes are to compliment Maori programmes and ideally, the two should not be taught in isolation. English and Maori programmes complement each other.

The English language curriculum asks for teachers to utilise their communities in educational programs so that they may contribute in their children's education. It also asks that they use the surrounding environment to create exciting and interesting learning experiences for their students. This increases the value and importance of schools in the community and for the students, as well as validating the cultural knowledge that the community can share with the school.

The importance of culture in curriculum is conveyed in the Akoroanga Tumu or the Principles of the *Cook Islands Curriculum Framework* as outlined on the next page.

Te Peu Maori i Roto i te Akapa'anga Kopapa Kura Apii

Culture in the Cook Islands Curriculum Framework

Culture is an integral feature in Cook Islands society and its importance is reflected in the Principles or Akakoroanga Tumu of the *Cook Islands Curriculum Framework* where it has been stated:

> *The Cook Islands Curriculum reflects the unique nature of the Cook Islands including cultural and spiritual beliefs and values…*

The Curriculum will acknowledge and value the special place that is the Cook Islands, and will give students the opportunity to learn about Cook Islands culture and language. It will ensure that Cook Islands cultural traditions, spiritual beliefs, histories and events are recognised and respected.

This principle has been instrumental in the development of the English Language Curriculum. It has created the opportunity to understand ancient cultural knowledge and values within the classroom setting, while also using contemporary cultural practices that happen daily in the local community and Cook Islands society. This cultural body of knowledge in the English curriculum document is called *Te Tango o te Peu Maori* or *The Foundation of Maori Culture*.

Te Tango o te Peu Maori

The Foundation of Maori Culture

The English curriculum requires that Cook Islands cultural practices form the main context of learning. Other contexts of learning are encouraged. However, it is important that students are able to make connections in their every day lives with the practices of their communities, historical perspectives and practices of their ancestors. These should be reflected in the classroom environment so that they can become, and understand, what it is to be a productive member Cook Island's society. This will provide the students with the opportunities that formal education offers to gain experience in the wider world.

The body of cultural knowledge used in the English curriculum is called *'Te Tango o te Peu Maori'.* Cultural practices, histories and stories both old and new are recommended in an holistic approach that mirrors society cultural practices. Investigating and understanding the students' culture, values and knowledge are some of the endeavours of this curriculum, so that they can understand why they do the things they do and therefore validating their own cultural practices.

Te Tango o te Peu Maori is important in acknowledging the achievements of the students' ancestors. By retelling ancestral stories it allows glimpses of human qualities that will endure with the students - that they will take with them as they work in the contemporary world.

Te Tango o te Peu Maori is founded on:

- Te Rangi
- Te Enua
- Te Moana.

Each body of knowledge covers a different cultural aspects pertaining to its physical or spiritual domain. These include ancestral journeys, celestial knowledge, socio-economic development and Cook Islands cultural interaction and interpretation of the physical environment. It is important that the three bodies of knowledge include contemporary studies that keep the students connected with the ever-changing world.

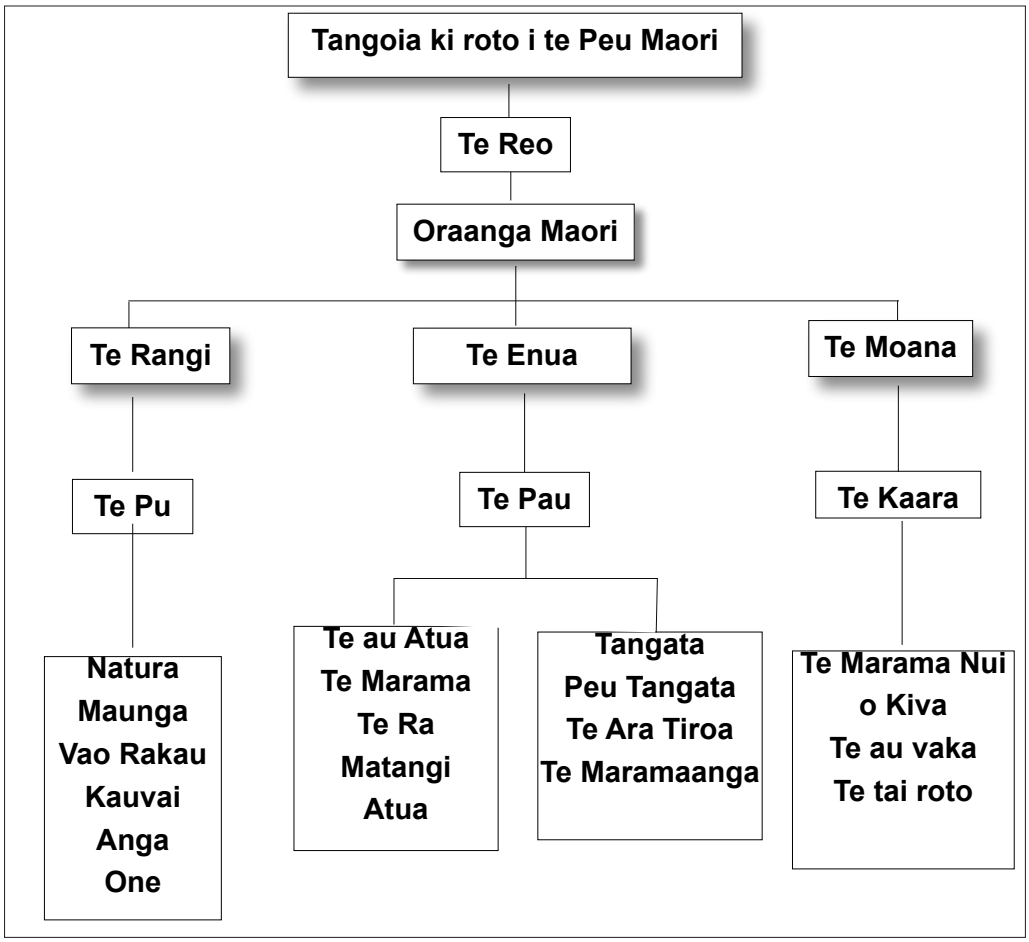
Te Tangoia o te Peu Maori is featured below as Te Akapapaanga o te Peu Apii or the Structure of Cultural Learning. It shows some of the possible learning contexts that can be used in the classroom.

Te Pu, Te Pau, and Te Kaara are the sacred sounds associated with each body of knowledge. It is important to know how these bodies of knowledge will be intrinsically linked depending on what cultural context is used.

Akapa'anga Apii o te Kite Peu Maori

Structure of Cultural Learning

Examples only



Each island in the Cook Islands gives a unique flavour to each cultural context as well as offering their own experiences to be shared with other islands. This will give students the opportunity to better understand other cultural practices in the Cook Islands, the similarities and the differences. Other curriculum areas should be integrated into each of these experiences to enhance each area and further validate cultural practices, knowledge and values.

Kōronga Tumu

General Aims

Takai koe ki te papa enua,
Akamou i te pitoenua.
Au i toou rangi.
You step on to solid land,
Affix the umbilical chord.
And carve out your world.

Puati M

English Curriculum Acknowledgement

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Thanks to Edna Allan & Margaret Teiti for their skills and patience in the layout of this document.

ataiapo

Te Au ‘Enū

The Strands

The curriculum statement for English offers students the opportunity to investigate, think critically and discuss cultural practices while acknowledging the importance of contemporary development. It also strives to develop high levels of biliteracy and has been divided into three Strands or Enu.

The three ‘Enū are:

- Oral language (listening and speaking);
- Written language (reading and writing); and
- Visual language (viewing and presenting).

Within each ‘Enū is a clear and structured progression, describing achievement objectives that span all levels of schooling.

Although the ‘Enū of Oral language, Written language, and Visual language are set out separately in this curriculum statement, in practice all three strands are interwoven.

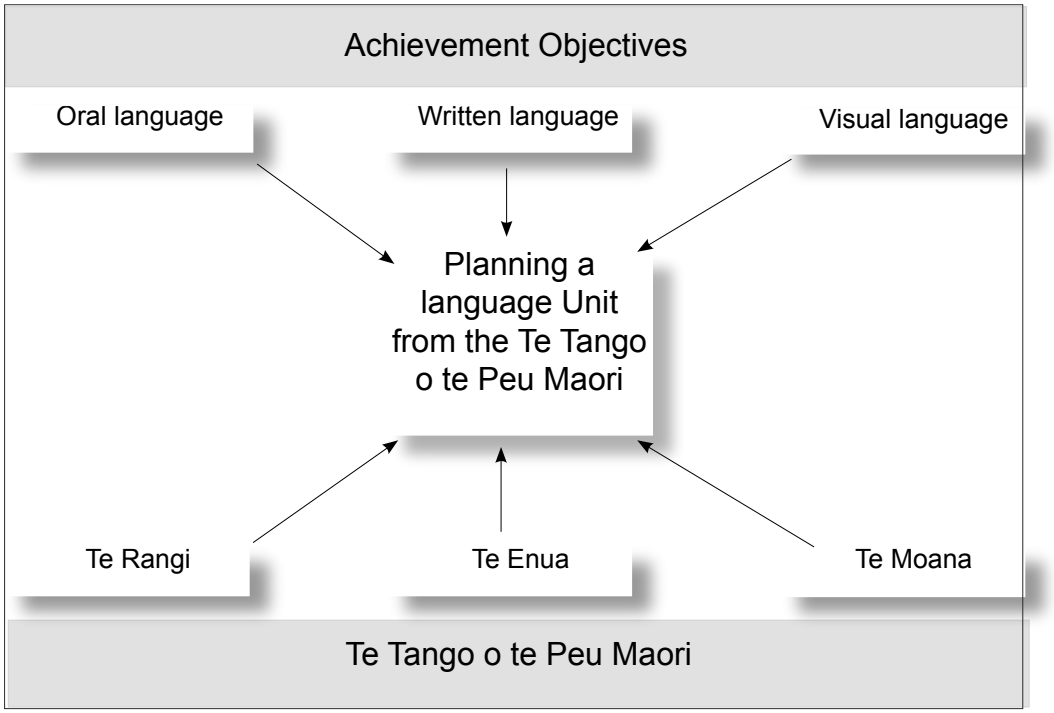
When the ‘Enū are linked with Te Tango o te Peu Maori, together they will form a culturally rich language programme that creates the foundation for planning, creating learning outcomes and creating assessment tasks.

This statement includes suggestions for learning, teaching and assessment. These are intended to show how teachers can plan integrated programmes with a clear progression of achievement using both the ‘Enū and *Te Tango o te Peu Maori.*

Te Atuituianga o te Au ‘Enu ki te Peu Maori

The Relationship of the Strands and Maori Culture

The following diagram shows the relationship of the three ’Enū and Te Tango o te Peu Maori. The curriculum is based on the integration of cultural experiences and a progressive development of language skills and processes. Each of the three ’Enū: Oral language, Written language and Visual language are explained on the following pages.



Reo Koreroanga: Akamaramaanga

Oral Language: Explanations

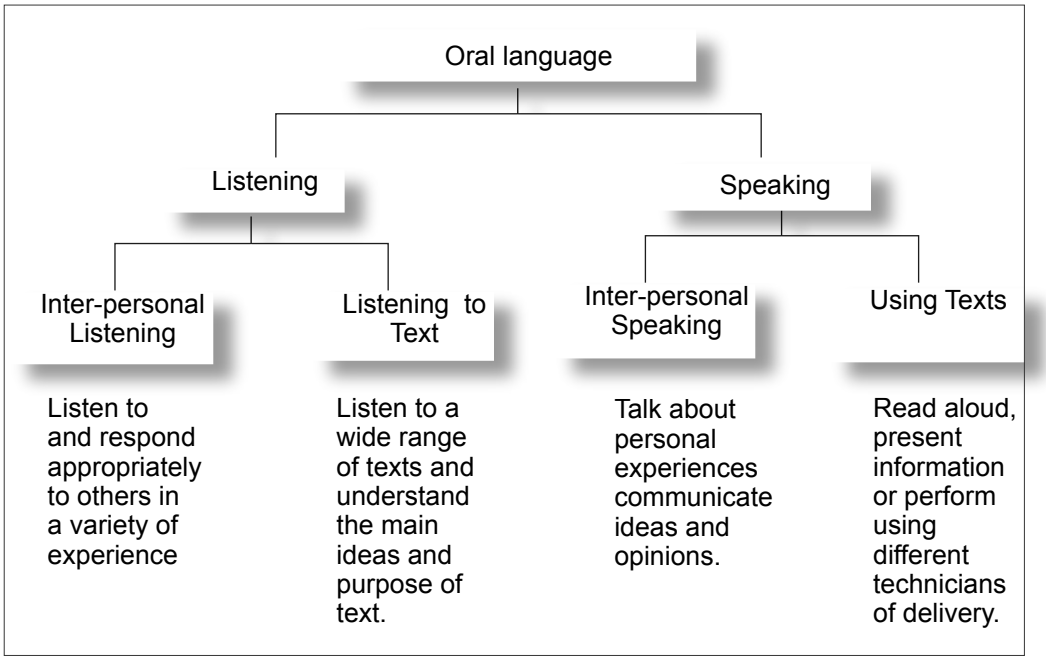
Oral language has been divided into two ’Enū-iti or sub-strands, listening and speaking.

Listening and speaking are essential for language development. They enable us to relate to others, to learn, and to be productive members of society.

Oral language programmes should be structured and experiences planned in order to develop the listening skills that the students will use in adult life.

Students should understand the processes by which they acquire these skills, think critically about what they hear, and use oral language to gather, process and present information. Using real examples they should recognise the ways in which oral language varies according to context, understand the structures and conventions of different oral language texts and develop the knowledge and strategies for analysing spoken language.

Below is a diagram that set outs a language strand, the sub-strands, Achievement Objectives titles and general descriptor of the Achievement Objectives.



Reo Tataanga: Akamaramaanga

Written Language: Explanations

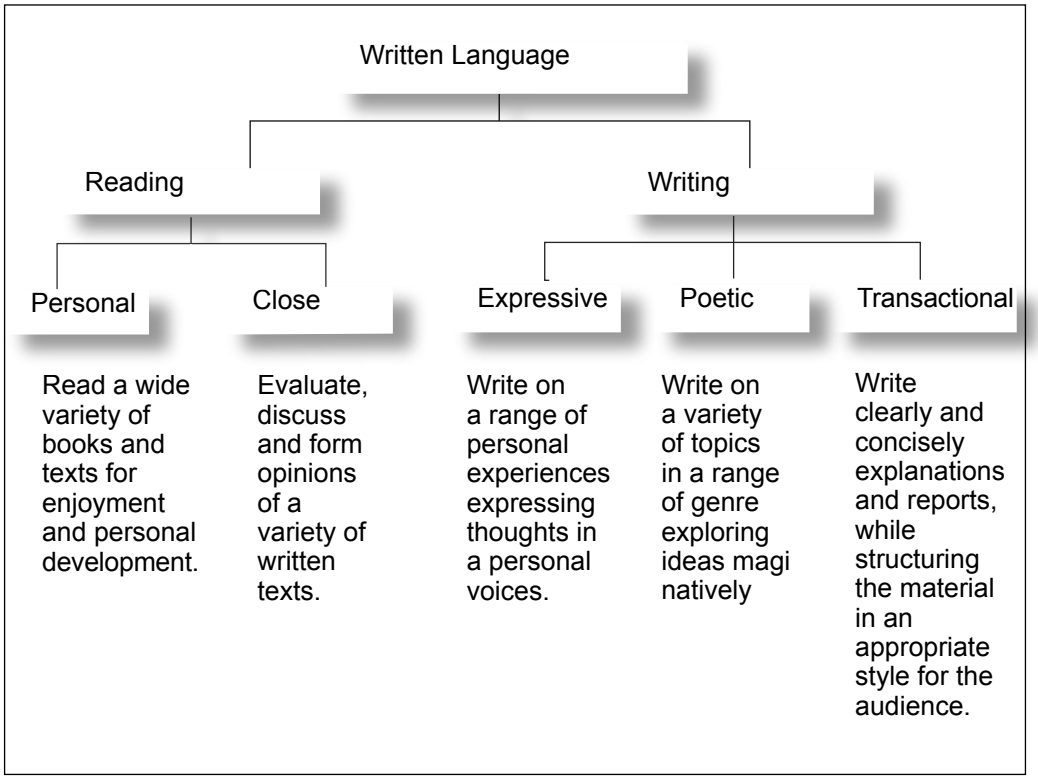
Written language has been divided into two ‘’Enū-iti, reading and writing.

Reading and writing are important tools to understand, clarify, and communicate ideas, feelings and thoughts, as well as gather, process and present information.

In planning programmes, teachers should include a wide variety of written texts and understand the structures of the written language.

Students should understand the processes of reading and writing. In reading students should understand strategies such as sampling, scanning, and reading closely, and how meaning is gained.

In writing students should understand the writing process such as forming ideas, composing, drafting, editing and publishing. Reading has been separated into two parts, personal and close. Writing has been separated into three parts, expressive, poetic and transactional. These are shown below.



Reo Matakitakianga: Akamaramaanga

Visual Language: Explanations

Visual language has been divided into two ’Enū-iti, viewing and presenting.

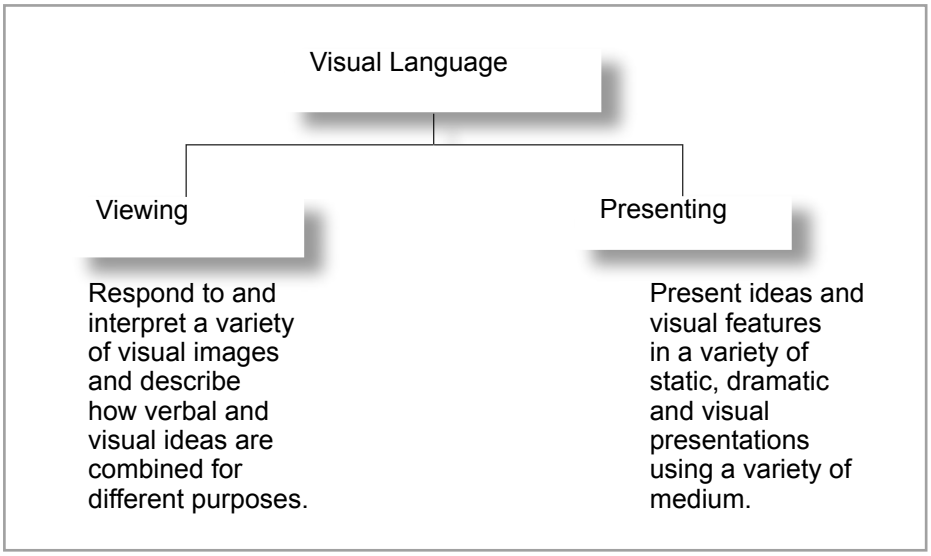
Visual language is important for understanding the signs, symbols, and other forms of visual language that make up our environment and are integral parts of our society.

Visual language provides an understanding of the ways of which visual and verbal elements are combined. Akairo, the cultural interpretation of symbols, or signs is also an integral part of the visual language strand.

Opportunities to explore various forms of visual and verbal communication should be made to help students analyse the interaction between words and images.

Students should be allowed to explore the techniques and conventions of the production of visual language. There should be opportunities to combine the theory with practice by way of producing their own examples of visual language by, for example, writing a script, planning and making a video, designing an advertisement or producing a school newspaper.

Handwriting has been included in the Visual language strand as part of processing information.



Kōronga Aruaruia e te Au ‘Enū

Achievement Objectives and Strands

Each of the ’Enū includes descriptions of achievement objectives, which span eight levels of achievement. Te Raveraveanga spans the same achievement levels, although covering two achievement levels in one band. Achievement objectives cover the language functions while Processes cover language processes.

The language processes underpin the language functions and are crucial for students’ language development. For each strand three processes are specified — exploring language, thinking critically and processing information. For example Te Raveraveanga, Levels 3 & 4, Thinking critically asks that students *‘discuss and interpret spoken texts including relevant personal experiences and other points of views’*.

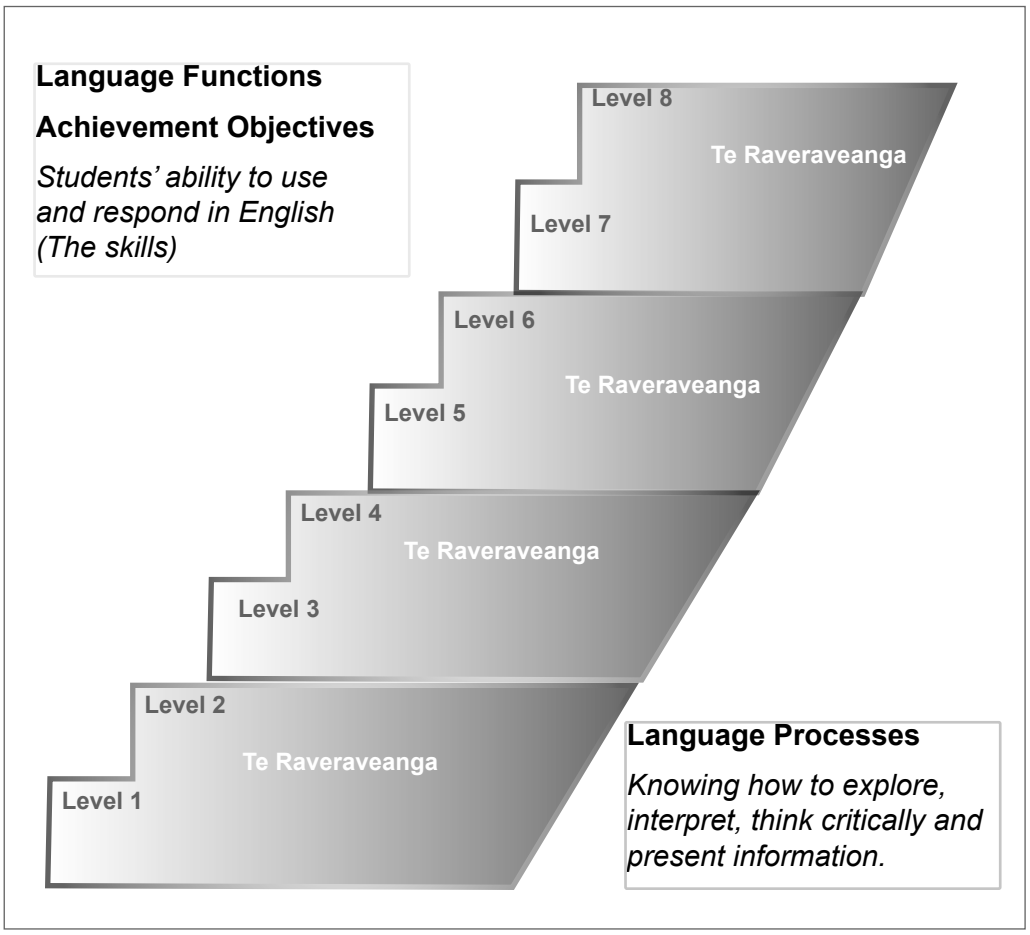
The language functions explain what students are expected to be able to do while using and responding to English. For example Oral language, Level Three, Listening to texts requires the students to *‘listen to texts and recall and respond to the main ideas in an organised way and relate them to personal experience’.*

When planning a unit of work it is essential that at least one Achievement Objective from language function is covered and one Te Raveraveanga from language processes is covered. For students to meet the achievement objectives they must have control and understanding of the language processes.

Akakoroanga e te Raveraveanga

Language Functions and Language Processes

The diagram below shows the relationship of the language functions and the language processes with the levels of Achievement Objectives and Te Raveraveanga. For example, levels 1 & 2, language functions will share the same processes from Te Raveraveanga A. As students progress up each level they should demonstrate development in both the language processes and the language functions.

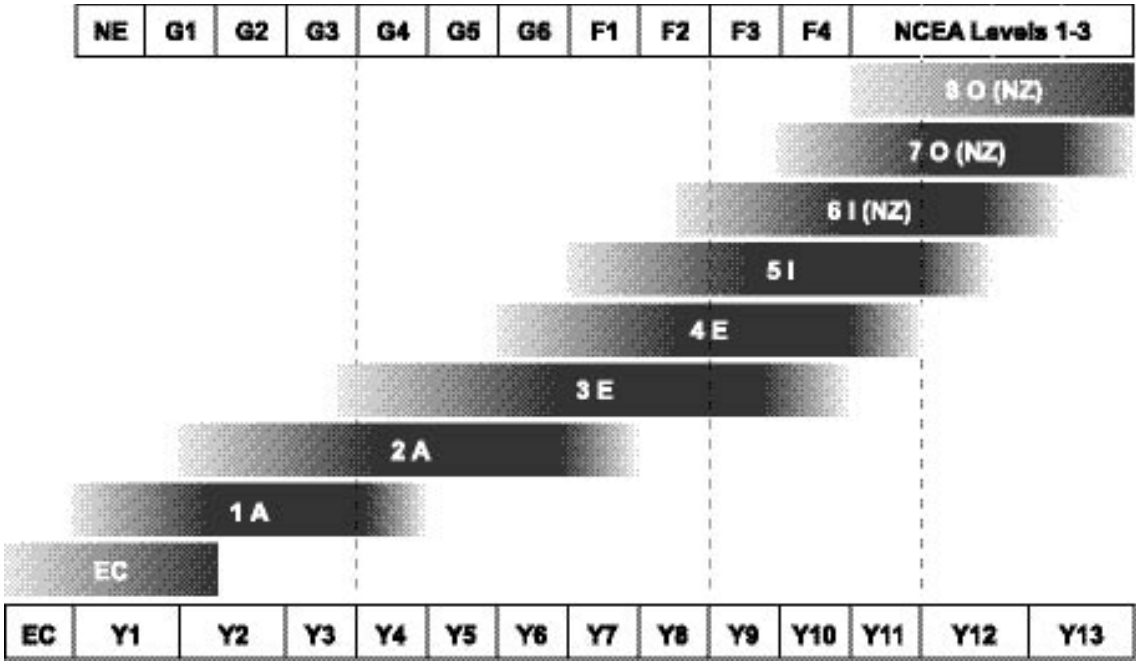


Revera o te Au Kōronga Aruaruia

Levels of Achievement Objectives

Levels of Achievement class and year band.

The above diagram indicates the possible progression for students in single language programmes. We must resist teaching to a level of the curriculum only.



We should identify the learning needs and strengths of our students and place these along side the levels of the curriculum and the Achievement Objectives. Identifying and using accurate Learning Outcomes and explicit achievement criteria will enable us and our students to progress their learning at an appropriate rate through the various levels of the curriculum. This is not indicative of bilingual language programmes as the introduction of English varies with the policy written to meet the needs of each individual school.

Level One

Achievement Objectives

Oral Language Achievement Objectives **Level 1**
Listening Functions
Interpersonal listening Listen to and respond to others
Listening to texts Listen to and respond to texts and relate them to personal experience
Speaking Functions
Interpersonal speaking Converse and talk about personal experiences
Using texts Tell a story, recite or read aloud

Processes **Levels 1 & 2**
Listening and Speaking Processes
Exploring language Identify, describe, and use some common spoken and non-spoken features in different situations, and begin to adapt spoken language to an audience
Thinking critically Identify, clarify, and question meanings of spoken texts, using personal background, knowledge and experience
Processing information Ask questions, listen to, interpret, and present information, using appropriate technology

At this level, students could be involved in learning by:

- developing a story line around a picture or photo
- preparing some focus questions to ask an older person or expert
- conducting an interview and sharing information with others.
- in pains sharing photographs of themselves with their family, then retelling, something they have learnt about their partner from the photos

Written Language Achievement Objectives Level 1
Reading Functions
Personal reading Select and read for enjoyment and information arrange of written texts, beginning to use semantic, syntactic, visual, and grapho-phonic cues to gain meaning
Close reading Respond to language and meaning in texts
Writing Functions
Expressive writing Write spontaneously to record personal experiences
Poetic writing Write on a variety of topics, beginning to shape ideas
Transactional writing Write instructions and recount events in authentic contexts

Processes Level 1 & 2
Reading and Writing Processes
Exploring language Explore a variety of writings and identify and use common rules of writing and display of text which may change understanding
Thinking critically Identify and express meanings in written texts, using personal background, knowledge, and experience
Processing information Identify, retrieve, record, and present relevant information, using a variety of sources and methods.

At this level, students could be involved in learning by:

- swapping personal stories in pairs
- deciding on a starting point for a story
- writing spontaneously in response to a story they have heard or read
- using visual clues to make predictions about text
- talking about conventions used in writing e.g. capital letters to start sentences
- talking about their own experiences similar to the text.

Visual Language Achievement Objectives Level 1
Viewing Functions
Reading visual and dramatic texts, including static and moving images, children should: respond to meanings and ideas
Presenting Functions
Using static and moving images, students should: present ideas using simple layout and drama

Processes Levels 1 & 2
Viewing and Presenting Processes
Exploring language Understand that communication involves spoken, written and visual features that have commonly accepted meaning
Thinking critically Show awareness of how words and images can be combined to make meaning
Processing information View and use a variety of visual experiences to gain and present information, become familiar with and use appropriate technologies and correct letter and number forms to present ideas

At this level, students could be involved in learning by:

- collecting a range of visual language examples e.g. magazine advertisements, labels etc.
- discussing selected television advertisements
- going on a class walk and identifying some of the signs and symbols used in the community
- drawing some signs/symbols they have seen and talking about the colour and shape used to get effect
- creating story boards in groups.

Level Two
Achievement Objectives

Oral Language **Achievement Objective**	**Level 2**
Listening Functions	
Interpersonal listening Listen and interact with others in a group or class discussion.	
Listening to texts Listen and respond to texts and recall the main ideas and relate them to personal experience	
Speaking Functions	
Interpersonal speaking Converse, ask questions and talk about events and personal experiences in a group	
Using texts Tell a story, recite or read aloud, informally and for an audience	

Processes	**Level 1 & 2**
Listening and Speaking Processes	
Exploring language Identify, describe, and use some common spoken and non-spoken features in different situations, and begin to adapt spoken language to an audience.	
Thinking critically Identify, clarify, and question meanings of spoken texts, using personal background, knowledge and experience	
Processing information Ask questions, listen to, interpret, and present information, using appropriate technology	

At this level, students could be involved in learning by:

- reading aloud a local myth and in groups identifying important features such as setting, characters, mood etc.
- in groups retelling the myth through drama
- discussing language appropriate to a certain function e.g. greetings, giving thanks
- setting scenarios and practising responses
- interviewing one another on an agreed topic that all are familiar with
- collecting and presenting the information from interviewing class members.

Written Language Achievement Objectives **Level 2**
Reading Functions
Personal reading Select and read for enjoyment and information a range of written texts, making confident use of semantic, syntactic, visual, and grapho-phonic cues and the conventions of print, and predicting and self correcting while clarifying ideas
Close reading
Personal reading Select and read for enjoyment and information a range of written texts, making confident use of semantic, syntactic, visual, and grapho-phonic cues and the conventions of print, and predicting and self correcting while clarifying ideas Respond to language, meanings and ideas in different texts, relating them to personal experiences
Writing Functions
Write regularly and spontaneously to record personal experiences and observations
Poetic writing Write on a variety of topics, shaping ideas in a number of genre, such as letters, poems, and narrative, and making choices in language and form
Transactional writing Write instructions and explanations, state facts, and recount events in authentic contexts

Processes **Levels 1 & 2**
Reading and Writing Processes
Exploring language Explore a variety of writings, and identify and use common rules of writing and layouts of text which may change understanding
Thinking critically Identify and express meanings in written texts, using personal background, knowledge, and experience
Processing information Identify, retrieve, record, and present relevant information, using a variety of sources and methods

At this level, students could be involved in learning by:

- reading different stories and choosing one they like to relate in written form
- writing personal stories paying attention to focus and detail
- playing board games having read and modelled the rules before playing
- discussing organisation of the front page of a newspaper and its features
- identifying features of language in a favourite text.

Visual Language Achievement Objectives **Level 2**
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: respond to meanings and ideas, identifying and describing the verbal and visual features
Presenting
Reading visual and dramatic texts, including static and moving images, students should: respond to meanings and ideas, identifying and describing the verbal and visual featuresmoving images, students should: use verbal and visual features to communicate ideas or stories using layout, drama, video, or still photography

Processes **Levels 1 & 2**
Viewing and Presenting Processes
Exploring language Understand that communication involves spoken, written and visual features that have commonly accepted meaning.
Thinking critically Show awareness of how words and images can be combined to make meaning
Processing information View and use a variety of visual experiences to gain and present information, become familiar with and use appropriate technologies, and correct letter and number forms to present ideas

At this level, students could be involved in learning by:

- viewing and discussing their ideas about television advertisements (or trailers on videos)
- the teacher builds up a basic story board from the class discussion
- in groups students select another advertisement and present it to the class in terms of the features discussed in the story board
- students watch a ceremony or performance e.g. a dance group
- teacher guides the students in identifying significant verbal and nonverbal features which help to convey meaning in the performance.

Level Three

Achievement Objectives

Oral Language Achievement Objectives **Level 3**
Listening Functions
Interpersonal listening Listen to and interact with others to clarify understanding in a group or class discussion
Listening to Texts Listen to texts and recall and respond to the main ideas in an organised way and relate them to personal experience.
Speaking Functions
Interpersonal speaking Talk clearly in a small and large groups about experiences, events, and ideas, organising material effectively and attending to others responses
Using Texts Using texts from different genres, tell stories, recite, read aloud, present, or perform, sequencing material and conveying meaning clearly and accurately

Processes **Levels 3 & 4**
Listening and Speaking Processes
Exploring language Identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose, and audience
Thinking critically Discuss and interpret spoken texts including relevant personal experiences and other points of view
Processing information Select, assemble, and interpret information using appropriate technology

At this level, students could be involved in learning by:

- listening to a text read aloud and making a time line of key happenings
- in groups taking a small part of the text and dramatising it. Narrators must make sure one groups work links to another in sequence
- listening to recordings of stories and writing down the main ideas
- listening to a story or an account of a happening in the Cook Islands then, on a time line, mapping the events of the story, including characters.

Written Language Achievement Objectives Level 3
Reading Functions
Personal Reading Select and read independently, for enjoyment and information, different contemporary and historical texts, integrating reading processes with ease
Close Reading Discuss language, meanings and ideas in different texts, relating their understanding to personal experiences and other texts
Writing Functions
Expressive writing Write regularly and with ease to express personal responses to different experiences and record observations and ideas
Poetic writing Write on a variety of topics, shaping editing, and reworking texts in a range of genres, and using vocabulary and conventions, such as spelling and sentence structure, appropriate to the genre
Transactional writing Write instructions, explanations, and factual accounts, and express personal viewpoints, in a range of authentic contexts, sequencing ideas logically

Processes Levels 3 & 4
Reading and Writing Processes
Exploring language Identify, discuss, and use rules, structures, and language feature of different texts, and discuss how they relate to the topic
Thinking Critically Discuss and convey meanings in written texts, exploring relevant experiences and other points of view
Processing Information Gather, select, record, interpret, and present coherent, structured information from a variety of sources, using different methods and explaining the process used.

At this level, students could be involved in learning by:

- reading together a range of stories on the Cook Islands and Pacific Region
- discussing stories identifying features such as imagery
- selecting an author to study then looking at different things they have written, the period in which they were written etc.
- writing and developing group stories
- responding to ideas in a poem.

Visual Language Achievement Objectives **Level 3**
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: respond to and discuss meanings and ideas, identifying and describing the effects of and links between verbal and visual features.
Presenting
Using static and moving images, students should: use verbal and visual features to communicate information, ideas or narrative through layout, drama, video, or still photography.

Processes **Levels 3 & 4**
Viewing and Presenting Processes
Exploring Language Identify important features of spoken and visual language and use them to create particular meanings and effects
Thinking Critically Identify and discuss ways in which spoken and visual features and can be combined for a particular purpose and audience.
Processing information View and use visual texts to retrieve, interpret, organise, and present information; use appropriate technology, including fluent handwriting for effective presentation

At this level, students could be involved in learning by:

- in groups, collecting a range of magazine or newspaper advertisements then looking at the colours, shapes and logos used in the advertisements
- viewing two different food containers e.g. two different cereal boxes, and discussing what they notice about them
- the teacher listing verbal and nonverbal features identified such as images, colour, layout, graphics and messages.

Level Four
Achievement Objectives

Oral Language Achievement Objectives	**Level 4**
Listening Functions	
Interpersonal listening	
Listen to and interact with others to clarify understanding of a narrative, information, ideas, and opinions, and to contribute to discussion, in one-to–one, small group, and class discussion.	
Listening to Texts	
Listen to texts, identify the purposes, and recall and respond to the main ideas in a well-structured and imaginative way.	
Speaking Functions	
Interpersonal speaking	
Talk coherently in small and large groups about experiences, events, and ideas, organising material effectively and questioning and supporting others.	
Using Texts	
Using texts from several genres, narrate, recite, read aloud, present, or perform, arranging material, and making meaning clear by using appropriate speech and delivery.	

Processes	**Levels 3 & 4**
Listening and Speaking Processes	
Exploring language	
Identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose, and audience	
Thinking critically	
Discuss and interpret spoken texts including relevant personal experiences and other points of view	
Processing information	
Select, assemble, and interpret information using appropriate technology	

At this level, students could be involved in learning by:

- selecting a text on a theme and deciding how to present it orally, paying attention to clarifying, enhancing and supporting meaning
- listening to and discussing stories from a certain genre e.g. myths, historical accounts, etc.
- discussing the structure and features of that genre and making a wall chart
- constructing a group story in which each contributes to the story line but keeping to the identified structure and features
- collecting samples of language relating to sport e.g. radio commentary, video of games, and discussing the ways that oral language varies for this context.

Written Language Achievement Objectives Level 4
Reading Functions
Personal Reading Select and read independently, for enjoyment and information, a range of contemporary and historical texts, integrating reading processes and using a variety of reading strategies
Close Reading Discuss language, meanings and ideas in range of texts, relating their understanding, to experiences, purposes, audience, and other texts
Writing Functions
Expressive writing Write regularly and with ease to express personal responses to a range of experiences and texts, explore ideas, and record observations
Poetic writing Write on a variety of topics, shaping editing, and reworking texts in a range of genres, expressing ideas and experiences imaginatively and using appropriate vocabulary and conventions, such as spelling and sentence structure
Transactional writing Write instructions, explanations, and factual accounts, and express and explain a point of view, in a range of authentic contexts, organising and linking ideas logically and making language choices appropriate to the audience

Processes Levels 3 & 4
Reading and Writing Processes
Exploring language Identify, discuss, and use rules, structures, and language feature of different texts, and discuss how they relate to the topic
Thinking Critically Discuss and convey meanings in written texts, exploring relevant experiences and other points of view
Processing Information Gather, select, record, interpret, and present coherent, structured information from a variety of sources, using different methods and explaining the process used.

At this level, students could be involved in learning by:

- listening to narratives e.g. short story, poems, chants
- retelling in order to increase awareness of narrative construction
- gathering advertisements, invitations, school notices etc. and looking at the language and how it changes for different audiences
- in groups, writing an informative piece for publication e.g. school newsletter or local paper.

Visual Language Achievement Objectives	**Level 4**
Viewing Functions	
Reading visual and dramatic texts, including static and moving images, students should: respond to and discuss meanings, ideas, and effects, identifying the purposes for which the verbal and visual features are used and combined.	
Presenting	
Using static and moving images, students should: combine verbal and visual features to communicate information, ideas or narrative through drama, video, or other technologies and media.	

Processes	**Levels 3 & 4**
Viewing and Presenting Processes	
Exploring Language Identify important features of spoken and visual language and use them to create particular meanings and effects.	
Thinking Critically Identify and discuss ways in which spoken and visual features and can be combined for a particular purpose and audience.	
Processing information View and use visual texts to retrieve, interpret, organise, and present information; use appropriate technology, including fluent handwriting for effective presentation.	

At this level, students could be involved in learning by:

- looking at a range of cartoon examples provided by the teacher
- in groups, exploring how cartoons combine visual and verbal language to achieve particular effects
- examining some of the conventions of cartoon writing such as speech bubbles, framing, movement marks, animal characters and sound effects
- watching selected scenes or one short clip from a television soap opera
- in groups, watching for and discussing the characters in terms of their settings, appearance and dress, body language, gestures and expressions, dialogue and use of voice, attitudes and behaviour.

Level Five
Achievement Objectives

Oral Language Achievement Objectives **Level 5**
Listening Functions
Interpersonal listening Listen to and interact with others to clarify understanding of narrative, information, ideas, and opinions, and to support discussion, in different situations
Listening to Texts Listen and respond to a range of texts, distinguishing between main and supporting ideas, and understanding some abstract concepts.
Speaking Functions
Interpersonal speaking Speak confidently and clearly in small and large groups to recount experiences and events and communicate information, ideas, and opinions, respecting and responding to others
Using Texts Using a range of texts, narrate, recite, read aloud, present, or perform individually or in groups, arranging material coherently, and using appropriate speech and delivery to clarify and explore meaning.

Processes **Levels 5 & 6**
Listening and Speaking Processes
Exploring language Identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose and audience, adapting these features for different situations.
Thinking critically Discuss interpret and analyse spoken texts identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts.
Processing information Assemble information from arrange of sources, and select and present it clearly and coherently, using the appropriate technology

At this level, students could be involved in learning by:

- working with the teacher to devise and discuss strategies for note making that they could use while listening to an oral text
- practising note making from a recorded radio or television speech related to a health issue or topic.

Written Language Achievement Objectives **Level 5**
Reading Functions
Personal Reading Select and read fluently and independently a wide range of contemporary and historical texts, beginning to adapt reading processes and strategies for different purposes.
Close Reading Discuss language, meanings, and ideas in range of contemporary and historical texts relating their understandings to personal experience, purposes, audience and other texts.
Writing Functions
Expressive writing Write regularly and confidently to respond to a range of experiences, ideas, observations and texts, developing a personal voice.
Poetic writing Write on a variety of topics, shaping editing, and reworking texts in a range of genres, selecting appropriate language features and using conventions of writing accurately and confidently
Transactional writing Write coherent, logical instructions, explanations, and factual accounts, and express and argue a point of view, linking main and supporting ideas logically and structuring material in appropriate styles in a range of authentic context

Processes **Levels 5 & 6**
Reading and Writing Processes
Exploring language Using the appropriate terminology, discuss, analyse, and apply the distinctive conventions, structures and language features of a range of texts and explain how they suit the topic and purpose.
Thinking Critically Interpret, analyse and produce written texts, identifying and discussing their literary qualities and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts
Processing Information Using appropriate technologies, retrieve, select and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the process used.

At this level, students could be involved in learning by:

- planning an advertising campaign for a school event using appropriate formats and language
- listening to and reading a number of poems with very descriptive language, then from discussion about them, writing a group poem using similar features

Visual Language Achievement Objectives **Level 5**
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: respond to and discuss meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes.
Presenting
Using static and moving images, students should: use and combine verbal, visual and dramatic features to communicate information, ideas or narrative to an identified audience.

Processes **Levels 5 & 6**
Viewing and Presenting Processes
Exploring Language
Using appropriate technologies, describe the conventions of verbal and visual language in several genres, and use them to create particular effects
Thinking Critically
Identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audience
Processing information
Select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes.

At this level, students could be involved in learning by:

- selecting an advertisement from the Situations Vacant column of a newspaper and discussing information that would help then in an interview for that position
- developing possible criteria for assessing an employment interview
- as a class, looking at a poster and identifying how the visual elements such as colour, graphics, slogans and headlines are combined to make meaning.

Level Six
Achievement Objectives

Oral Language Achievement Objectives Level 6
Listening Functions
Interpersonal listening Listen to and interact appropriately with others to communicate and explore understanding of narrative, information, ideas, and opinions, and sustain and encourage discussion in a range of situations
Listening to Texts Listen and respond to a range of texts, distinguishing between main and supporting ideas, understanding some abstract concepts, and recognising implicit and explicit messages
Speaking Functions
Interpersonal speaking Speak confidently and effectively in a variety of situations to recount experiences and events and communicate information, ideas, and opinions, consulting with and responding to others
Using Texts Using a wide range of texts, narrate, recite, read aloud, present, or perform individually or in groups, arranging material effectively and using different techniques of speech and delivery to interpret possible meanings

Processes Levels 5 & 6
Listening and Speaking Processes
Exploring language Identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose and audience, adapting these features for different situations.
Thinking critically Discuss interpret and analyse spoken texts identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts.
Processing information Assemble information from arrange of sources, and select and present it clearly and coherently, using the appropriate technology

At this level, students could be involved in learning by:

- attending part of a formal meeting in the school or community and noting parts of the formal procedures
- comparing notes and preparing a brief report on the procedures observed and the participation strategies involved e.g. acknowledging a prior speaker, and the role of the chairperson

Written Language Achievement Objectives Level 6
Reading Functions
Personal Reading Select and read fluently and independently a wide range of contemporary and historical texts, including some with established critical reputations, confidently adapting reading processes and strategies for different purposes
Close Reading Discuss and analyse language, meanings, and ideas and literary qualities in a range of contemporary and historical texts, taking account of purpose, audience, and other texts]
Writing Functions
Expressive writing Write regularly, confidently and fluently to reflect on a range of experiences, ideas, feelings, and texts, developing a personal voice
Poetic writing Write on a variety of topics, shaping editing, and reworking texts to express experiences and ideas imaginatively in an extended range of genres, choosing appropriate language features and using conventions of writing accurately and with discrimination.
Transactional writing Write clear coherent, instructions, explanations, and factual accounts, and express and argue a point of view, linking main and supporting ideas and structuring material confidently in appropriate styles in a range of authentic context.

Processes Levels 5 & 6
Reading and Writing Processes
Exploring language Using the appropriate terminology, discuss, analyse, and apply the distinctive conventions, structures and language features of a range of texts and explain how they suit the topic and purpose.
Thinking Critically Interpret, analyse and produce written texts, identifying and discussing their literary qualities and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts
Processing Information Using appropriate technologies, retrieve, select and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the process used.

At this level, students could be involved in learning by:

- reading a range of texts describing personal experiences e.g. letters, biographies
- writing their own journal
- identifying different forms in poetry.

Visual Language Achievement Objectives **Level 6**
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: respond to and interpret various meanings, ideas and effects, describing how verbal and visual features are combined for different purposes and audiences.
Presenting
Using static and moving images, students should: use and combine verbal, visual and dramatic features to communicate information, ideas narrative or other messages to different audiences.

Processes **Levels 5 & 6**
Viewing and Presenting Processes
Exploring Language Using appropriate technologies, describe the conventions of verbal and visual language in several genres, and use them to create particular effects
Thinking Critically Identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audience
Processing information Select and interpret information from visual texts and present it effectively, using appropriate production

At this level, students could be involved in learning by:

- viewing a range of covers for CDs by local artists, then discussing how effectively they combine words and images to influence and appeal to the intended audience
- in groups, planning a campaign for a cause that is local or that arises from their reading, then designing a set of instructions about their issue to give a graphic designer e.g. the audience the poster is aimed at, colour, shapes, layout ideas etc.

Level Seven
Achievement Objectives

Oral Language Achievement Objectives **Level 7**
Listening Functions
Interpersonal listening Listen to as active participants, interpreting and responding to narrative, information, ideas, and facilitating discussion in a wide range of situations and for different purposes
Listening to Texts Listen and respond to a range of texts, understanding abstract concepts, and investigating, interpreting and comparing the texts in terms of their purpose messages, structure, and effects.
Speaking Functions
Interpersonal speaking Speak confidently clearly and persuasively in a variety of situations to recount experiences and events, communicate and explore information, ideas and opinions, and facilitate discussion.
Using a wide range of texts, narrate, recite, read aloud, present, or perform individually and in groups, organising material effectively and choosing different techniques of speech and delivery to interpret and explore possible meanings and purposes

Processes **Levels 7 & 8**
Listening and Speaking Processes
Exploring language Identify language features in a range of texts, and describe analyse and evaluate their appropriateness and effects in terms of meaning, purpose, and audience, adapting these features for different situations.
Thinking critically Discuss interpret and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.
Processing information Interpret and evaluate information from a range of sources and select and present accurate information coherently, using the appropriate technology.

At this level, students could be involved in learning by:

- the class listening to several excerpts from talk back radio and in groups discussing the different tones of voice of the presenter when he/she agrees or disagrees with the contributor
- identifying specific language used to encourage or discourage the contributor.

Written Language Achievement Objectives Level 7
Reading Functions
Personal Reading Select and read fluently confidently, independently a wide range of contemporary and historical texts, including some with established critical reputations, choosing and adapting reading processes and strategies for a different variety of purposes
Close Reading Analyse critically language and ideas in a wide range of contemporary and historical texts, discussing and interpreting their literary qualities and effects in relation to purpose and audience
Writing Functions
Expressive writing Write regularly, confidently and fluently to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, developing a personal voice.
Poetic writing Write on a variety of topics, shaping editing, and reworking texts to investigate & explore ideas imaginatively in a wide range of genres, using the conventions of writing securely and integrating techniques with purpose.
Transactional writing Write clear, coherent, explanations and reports and debate a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts

Processes Levels 7 & 8
Reading and Writing Processes
Exploring language Using the appropriate terminology, describe, discuss, analyse, and evaluate the way language features structures, and conventions of a wide range of texts suit the topic, purpose, and audience, and apply these understandings.
Thinking Critically Interpret, evaluate and produce written texts, identifying and discussing their language and literary qualities and relating them to personal, social, cultural, political, and historical contexts.
Processing Information Using a variety of resources and types of technology, retrieve, select, interpret, synthesise, and present accurate and coherent information, evaluating the process used.

At this level, students could be involved in learning by:

- reading and discussing newspaper and magazine columns - note tone, style and language features for different audiences
- writing a column on a personal experience using an identified style
- writing reflections on a range of texts or extracts.

Visual Language Achievement Objectives Level 7
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: analyse different texts, comparing how verbal and visual features are organised and combined for different meanings, effects and audiences
Presenting
Using static and moving images, students should: use and adapt production techniques and technologies to communicate information, ideas narrative or other messages for different purposes and audiences.

Processes Levels 7 & 8
Viewing and Presenting Processes
Exploring Language Using appropriate terminology, identify, use, and evaluate the effectiveness of particular conventions of verbal and visual language in a range of genres.
Thinking Critically Identify, analyse, and evaluate the effects of combining verbal and visual features, relating the choice and use of verbal and visual features to particular purposes and audiences
Processing information Select, interpret and synthesise information from visual texts and present it effectively, using a range of features and appropriate technologies for a variety of purposes.

At this level, students could be involved in learning by:

- working with the teacher to create a number of different situations that represent a real life action or event such as buying or selling or talking to someone by phone
- in groups, preparing a role-play for one of the situations and presenting it to the class
- discussing and making notes about the different kinds of body language associated with the spoken language.

Level Eight
Achievement Objectives

Oral Language Achievement Objectives	**Level 8**
Listening Functions	
Interpersonal listening	Listen to as active participants, interpreting and responding to narrative, information, ideas, and opinions, and initiating, sustaining, encouraging, and promoting discussion in a wide range of situations and for different purposes.
Listening to Texts	Listen and respond to a range of contrasting texts, understanding abstract concepts, and analysing, interpreting, comparing, and evaluating the texts in terms of their purpose messages, tone, structure, and effects.
Speaking Functions	
Interpersonal speaking	Speak coherently, effectively, and persuasively in a variety of situations to debate ideas and opinions, recount experiences and events, communicate information and contrasting points of view, and promote focused discussion
Using Texts	Using a wide range of texts, narrate, recite, read aloud, present, or perform individually and in groups, adapting and integrating techniques of speech and delivery, to express well reasoned points of view, and interpret and communicate meanings for different purposes and audiences.

Processes	**Levels 7 & 8**
Listening and Speaking Processes	
Exploring language	Identify language features in a range of texts, and describe analyse and evaluate their appropriateness and effects in terms of meaning, purpose, and audience, adapting these features for different situations.
Thinking critically	Discuss interpret and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.
Processing information	Interpret and evaluate information from a range of sources and select and present accurate information coherently, using the appropriate technology.

At this level, students could be involved in learning by:

- listening to and viewing a scene from a play on video then discussing the characterisation, mood and setting, and identifying verbal and visual effects used
- listening to excerpts of famous speeches from history and identifying verbal and nonverbal features and presenting findings to the class, then discussing the speeches in terms of the historical setting and impact they made.

Written Language Achievement Objectives Level 8
Reading Functions
Personal Reading Read and re read a wide range of texts fluently and with enjoyment for personal development and information, gaining satisfaction from exploring ideas and aspects of texts as an integral part of daily life.
Close Reading Analyse, interpret and respond to language, meanings, and ideas in contrasting texts from a wide range of genres, traditions, and periods, evaluating their literary qualities and effects in relation to purpose.
Writing Functions
Expressive writing Use expressive writing regularly, fluently, and by choice, to reflect on, interpret, and explore a wide range of experiences, ideas feelings, and texts, expressing complex thoughts in a personal voice.
Poetic writing Write on a variety of topics, in a wide range of genres, shaping, editing, and reworking texts and demonstrating depth of thought, imaginative awareness, and secure use of language, including accurate and discriminating use of the conventions of writing, and integrating techniques with purpose
Transactional writing Write explanations and reports on complex issues, and debate in depth a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts.

Processes Levels 7 & 8
Reading and Writing Processes
Exploring language Using the appropriate terminology, describe, discuss, analyse, and evaluate the way language features structures, and conventions of a wide range of texts suit the topic, purpose, and audience, and apply these understanding.
Thinking Critically Interpret, evaluate and produce written texts, identifying and discussing their language and literary qualities and relating them to personal, social, cultural, political, and historical contexts.
Processing Information Using a variety of resources and types of technology, retrieve, select, interpret, synthesise, and present accurate and coherent information, evaluating the process used.

At this level, students could be involved in learning by:

- reviewing samples of expressive writing and developing their own short piece
- finding and selecting pieces of dialogue from books or extracts of plays, rewriting them removing all reference to gender, then examining the effect.

Visual Language Achievement Objectives **Level 8**
Viewing Functions
Reading visual and dramatic texts, including static and moving images, students should: analyse contrasting texts, evaluating the ways verbal and visual features are organised and combined for different meanings, effects, purposes, and audiences in different social contexts.
Presenting
Using static and moving images, students should: use and adapt production techniques and technologies to communicate information, ideas narrative or other messages, integrating verbal, visual, and dramatic features to achieve a range of effects.

Processes **Levels 7 & 8**
Viewing and Presenting Processes
Exploring Language Using appropriate terminology, identify, use, and evaluate the effectiveness of particular conventions of verbal and visual language in a range of genres.
Thinking Critically Identify, analyse, and evaluate the effects of combining verbal and visual features, relating the choice and use of verbal and visual features to particular purposes and audiences
Processing information Select, interpret and synthesise information from visual texts and present it effectively, using a range of features and appropriate technologies for a variety of purposes.

At this level, students could be involved in learning by:

- from a collection of local advertisements, using appropriate terminology, evaluating the impact of the visual and verbal signs and discussing how effectively the advertisements reflect particular perceptions about Cook Islands life and their relevance to their own lives
- in groups, comparing their findings.

Kimi Kite Marama e te Apiianga

Learning & Teaching

This section will look at issues facing teachers as they plan, deliver and evaluate units of work with their students. It is led by elements of the *Cook Islands Curriculum Framework.*

Te Reo Papaa i Roto i te Porokaramu o te Rua Reo - English in a Bilingual Programme

The Akakoroanga Tumu of the *Cook Islands Curriculum Framework* promotes a bilingual approach in curriculum delivery. The two main languages, Cook Islands Maori and English, that are widely used in the Cook Islands are important as communities strive to meet the needs of the modern world, yet maintain their uniqueness and unity as a nation. The *Cook Islands Curriculum Framework* acknowledges these two languages;

- Cook Islands Maori, the language of the Enua, intrinsic with its cultural values, and history, and
- English, the language of trade and communication with its historical partner New Zealand, and the rest of the world.

The Principles or Akakoroanga Tumu of the *Cook Islands Curriculum Framework* state;

> *The Cook Islands Curriculum recognises the primary importance of language in the delivery of the curriculum. It promotes the use of an effective bilingual approach.*
>
> *The school curriculum will promote the use of Cook Islands Maori and English languages for the transmission of knowledge, values and culture, and for creating and fostering understanding of self, of others and of the world around us. It will provide students with the opportunity to be proficient and confident in communicating in Cook Islands Maori and English in a variety of situations. The school will use a bilingual approach that is responsive to the language profiles and learning needs of the students, and that will promote biliteracy.* (p. 5)

It is important to note here that a thorough understanding of a relevant bilingual approach needs to be undertaken for each school to achieve high levels of biliteracy. School language policies should reflect the bilingual needs of learners and identify bilingual approaches that are relevant.

Kite Karape Puapinga

The Essential Skills

The *Cook Islands Curriculum Framework* (pp. 19-23) specifies eight groupings of essential skills:

- communication;
- numeracy;
- artistic and creative;
- self management, work and study;
- physical;
- social and co-operative;
- information; and
- problem solving.

Communication skills

Students will develop communication skills through all three ’Enū, Oral, Written, and Visual while Te Tango o te Peu Maori will lay the foundation for cultural appropriateness of expression and interpretation. Competence in using communication technologies is also an important part of this statement.

Numeracy skills

The interpretation and writing up of information presented in graphs, tables and charts and presenting information is an integral part of both visual and written enu.

Artistic and creative skills

In a language programme it would be possible to develop artistic and creative skills through the visual language enu, personal writing, story telling or by way of other opportunities that demand creativity.

Self and group management, work and study skills

These are strongly encouraged to be an integral part of any language programme. Students should take increasing responsibility for their own learning and to work individually and in groups. Programmes should include opportunities for self and group management, self, peer, and group evaluation as well as self or group goal setting.

Social and Co-operative Skills

Social and co-operative skills are both integral parts of Cook Islands culture. Te Tango o te Peu Maori allows the use of many culturally appropriate approaches to learning, as well as making available other models of co-operative learning while developing a student’s ability to use language and communicate with others.

Information and Problem Solving Skills

These are essential elements for learning. Students will develop the ability to gather, interpret, use, distinguish relevant information and then present it constructively and appropriately, as a basis for solving problems and making decisions. Opportunities to develop these skills are made available in this statement.

Te Au Irinakianga e te Au Tu Tangata

Values and Attitudes

The *Cook Islands Curriculum Framework* states

> *The school curriculum through its content and learning contexts will help students to develop and clarify their own values and beliefs as individuals and as members of family and other social groups…. It will generate in students an awareness and understanding of themselves as Cook Islanders, of their culture and heritage, of their environment and resources, and of their place in the world*
>
> *Cook Islands Curriculum Framework*, p. 24

Learning in English provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through experiences and examples in the classroom, they will also have an opportunity to appreciate the values and attitudes of others. In exploring oral, written or visual texts, students may consider values by others and compare them with their own.

A learning programme in English will allow students to work collaboratively, discussing ideas and feelings. These opportunities will help students develop their sense of respect (akangateitei), honesty (tuatua tika), integrity (tiratiratu) and tolerance (akakoromaki) by listening to and appreciating the ideas of others.

An English programme should aim to develop in students a positive attitude towards learning. This will be achieved through Learning Programmes that utilise the language processes of critical thinking, exploration of language and processing information. This will in turn influence the quality of learning outcomes for the students. This can be achieved by providing learning activities that are meaningful to students and planning in such a way that all can experience success.

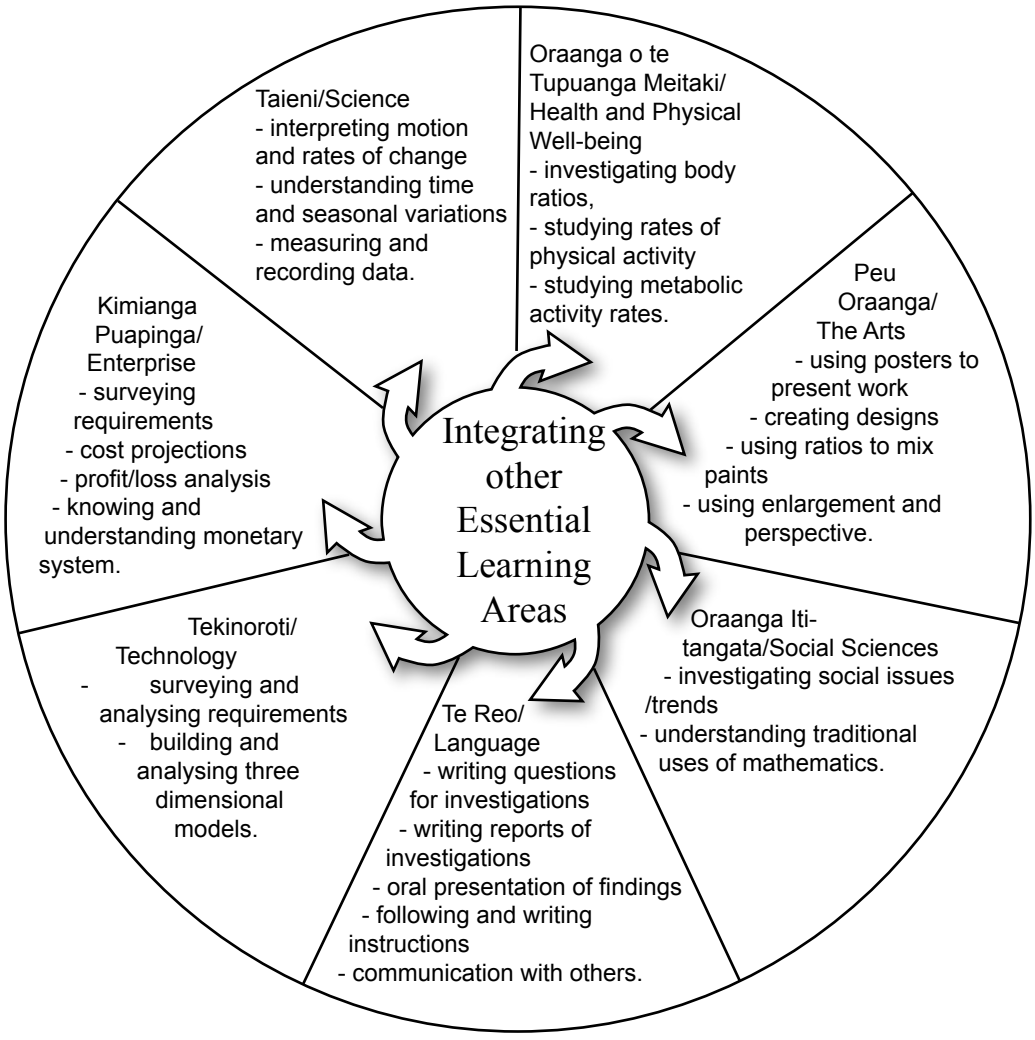
Te Au Ravenga no te Taokotaianga Atu ki te au Tuanga Apii Puapinga

Integration with other Essential Learning Areas

Language is the basis of all teaching and learning. Students will therefore have opportunity to develop language skills across all other Essential Learning Areas. By identifying opportunities in other areas, teachers can provide students with further experiences in which to develop and extend their language processes.

The following diagram identifies the type of activities which could be utilised in other learning areas to support language development.

Teachers that assess students against NQF standard should consider the range of positive outcomes of integrating their assessment programmes with those of other Essential Learning Areas.



Apii Taokotai

Inclusiveness

> *The Cook Islands Curriculum supports the implementation on an inclusive curriculum in all schools, and one that recognises and responds to the diverse background of students and their educational needs, experiences, and interests.*
>
> *Cook Islands Curriculum Framework*, p. 32

Language development is based on the language that learners already have and is linked with their gender, social and cultural background and individual needs. An inclusive curriculum, which is responsive to the wide diversity of perspective and linguistic backgrounds of students can enhance English education for all students.

Equally, all students should have their learning needs identified and reflected in the Learning Outcomes for lessons and units of work. Effective, measurable and explicit achievement criteria will enable us and our students to identify if their learning needs are being addressed. To achieve this we need to ensure that we are delivering multi level learning and multi level assessment programmes.

Students who do not experience success should be identified so that a suitable programme can be developed to give them equal access to learning opportunities.

A Gender Inclusive Curriculum

Gender stereotyping can be reinforced by all areas of language. Resources need to be chosen that reflect the achievements, interests and perspectives of girls, women, boys and men.

The English programme should provide a supportive learning environment in which both girls and boys receive equal access to resources, including teacher's time and attention, learning assistance and a range of roles in group activities.

Learners with Special Needs

Some students will find the formal attainment of skills in English difficult.

These students, while still having access to a balanced English programme, must be given opportunities to develop their communication skills.

Opportunities for intensive teaching may be required in order to learn specific skills. Specific intervention such as Reading Recovery or the provision of reader/writers may be required.

Gifted and Talented Students

Gifted and talented students often respond well to individual challenge and experi-mentation. Teachers can adapt learning contexts to stimulate and extend these students.

There is openness with regard to choice of literary text, which also offers opportunity to challenge and extend students with special language ability.

Paranianga

Planning Approach for Language Units

When planning a unit of work it is important that as many of the experiences provided are a reflection of the students/ home culture. The language in this case is English but the cultural concepts that are used are Cook Islands Maori. Written below are some of the possible experiences that will fit into any classroom programme while giving the students a grounded perspective of aspects of their culture.

Vaitoanga Kite

Assessment

The primary purpose of assessment is to improve students' learning and the quality of learning programmes.

Teachers should use a range of approaches to assessment. By using a range of approaches, the varying learning needs and styles of students can be taken into account.

When evaluating students' progress, teachers should reflect on the range of observations, records and student work available. This will help the teacher to build a profile of each student's language development.

A range of assessment approaches could include:

- immediate feedback through continuous ongoing observation
- self assessment and review where the student can reflect on their own work and monitor it against a given outcome
- peer assessment which will develop social and cooperative skills as well as improving learning
- formal teacher assessment where strengths can be recognised and strategies developed to overcome difficulties.

All these methods of assessment are valid for determining students' results for NQF standards.

A teacher should always use assessment information in their evaluation of units and use it to modify programmes where necessary.

Apinga Turuturu Apii

Resources

Teachers should make use of as wide a range of resources as possible. These include language texts, novels and variety of guided readers as well as relevant hands-on language activities.

Below is a selection of resources that could help in the delivery of the English programmes

Book Title

Explaining Reading, A resource for 'Teaching Concepts, Skills and strategies	1572308788
How Children Learn to Write	0582879868
Write Ways (Seond Edition) Modelling, Writing Forms	0195513665
How Children Learn to Read	0582739977
Left to Write Too	0864693848
Show them How to Write	0908924976
Create Responses: An Idea to use across the Curriculum	0790109263
The Learner as a Reader	0478029462
Thinking for Themselves: Developing strategies for reflective Learning	1875327185
Exploring Language: A Handbook for Teachers	0478029934
Effective Literacy Practice in Years 1 to 4	0478129408
Getting it Right	0732920744
Unlocking Formative Assessment	1869589610
Creative Writing Through Pictures	1860700004

Video Title

Using Running Record	Learning Media
Teaching Writing	ACE
Guided Reading	Learning Media
Guided Reading for Fluent Readers	ACE

Possible Websites of Value include:

www.tki.govt.nz
www.teachersatwork.com

Strand	Sub-strand	Level One	Level Two
Written	**Expressive Writing**	Write spontaneously to record personal experiences.	Write regularly and spontaneously to record personal experience and observations.
	Poetic Writing	Write on a variety of topics, beginning to shape ideas.	Write on a variety of topics, shaping ideas in a number of genres such as letters, poems and narrative. Make choices in language and form.
	Transactional Writing	Write Instructions and recount events in authentic context.	Write instructions and explanations, state facts, and recount event in authentic contexts.
	Personal Reading	Select and read for enjoyment and information a range of texts, beginning to use semantic, syntactic, visual and grapho-phonic cues to gain meaning.	Select and read for enjoyment and information a range of written texts making confident use of semantic, syntactic, visual and grapho-phonic cues and the conventions of print. Predict and self correct.
	Close Reading	Respond to language and meaning in texts.	Respond to language, meanings and ideas in different texts, relating them to personal experiences.
Oral	**Interpersonal Listening**	Listen and respond to others.	Listen and interact with others in a group or class discussion.
	Listening to Texts	Listen and respond to texts and relate them to personal experiences.	Listen and respond to texts and recall the main ideas and relate them to personal experience.
	Interpersonal Speaking	Converse and talk about personal experiences.	Converse, ask questions and talk about events and personal experiences in a group.
	Using Texts	Tell a story, recite or read aloud.	Tell a story, recite or read aloud, informally and for an audience.
Visual	**Viewing Functions**	Respond to meanings and ideas.	Respond to meanings and ideas, identifying and describing the verbal and visual features.
	Presenting Functions	Present ideas using simple layouts and drama.	Use verbal features to communicate ideas or stories using layout, drama, video or still photography.

Te Kura Apii Reo o te Kuki Airani - Ingiriti

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Maraurau Apii o te Kuki Airani
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