Exámenes internos

No nuestra razón de ser

Tihei mauri ora,

Ko San Cristobal te maunga

Ko Arga te awa

Ko Pamplona te iwi

No Navarra ahau

Ko Maria Lamberto ahau

Tena koutou katoa.

Why

- Why/How/What do we teach
- Talking in the classroom
  Years 9 to 11
  Year 12
  Year 13
- The interaction standard nightmare

WHY

https://www.youtube.com/watch?v=IPYeCltXpxw

"If you talk to a man in a language
he understands, that goes to his head.

If you talk to him in his own language,
that goes to his heart."

- Nelson Mandela

Lexcelera
We make global easy

Describe: “When…”
Effects: “As a results…”
Specify: “because…”
Consequences: “when that happens you…” (positive)

When I teach Spanish I contribute to New Zealand society to be more understanding of other cultures because that way, students realice there is more than one “right way”. When students learn Spanish, they become better citizens.

¿Cómo crear un ambiente en el que hablen?

- Parte de la rutina diaria
- Cambio de parejas y de temas constante

As they enter the class

Year 9, 10 & 11 (topics)

Year 12 (statements)

Year 13 (news)

El proceso (Yr 9-11)

Hablar después de aprender

- Preguntas- respuestas
- Pequeñas conversaciones (pre-prepared)

12
1
2
3
4
5
6
7
8
9
10
11

Haz cuatro citas

- PREGUNTAS
  - ¿Puedes quedar a las…?
  - ¿Quieres quedar a las…?
  - ¿Estás libre a las…?
  - ¿Estás ocupado a las…?

- RESPUESTAS
  - Lo siento, he quedado ya con…
  - Lo siento, estoy ocupado a esa hora
  - Sí, perfecto. Quedamos a las…
  - Sí, me viene bien.

El proceso (Yr 9-11)

Hablar después de aprender

- Preguntas- respuestas
- Pequeñas conversaciones (pre-prepared)
- Fotos/videos (predicción)

¿Qué pasará? El tobogán I

¿Qué pasará? El tobogán II

¿Qué pasará?

BACKS
9 Julian DE VOS
10 Simon HICKEY
11 Ngataua HUKATAI
12 Kevin FUAVAO
13 Fa'asiu FUATA'I (C)
14 Matthew TASI
15 Bram EGLI

¿Qué pasará?

COACH - A PATTERSON & S POPE
BACKS
9 Paul RICHARDSON
10 Filimone MOALA
11 Sione NAPA'A
12 Shawn HICKS
13 Chris TAU'ALUPE
14 Josh MINHINNICK
15 Noah TAIO

El proceso (Yr 9-11)

Hablar después de aprender

- Preguntas- respuestas
- Pequeñas conversaciones (pre-prepared)
- Fotos/videos (predicción)
- Conversación por parejas (Set topics con ayuda)

Veinticinco + doce	Treinta y siete
Dos x quince	Treinta
cien - cuarenta	sesenta
Quince + treinta	Cuarenta y cinco

Tres + Siete	Diez
Tres x Cinco	Quince
cien - Veinte	Ochenta
Doce + treinta	Cuarenta y dos

La familia

Háblame sobre tu familia
¿De dónde es tu familia?
¿cómo es tu madre/padre/hermano/hermana?
¿Cómo te llevas con tus padres?
¿Qué te gusta hacer con tu familia?
¿Qué hiciste recientemente con tu familia que fue divertido?

Las preguntas

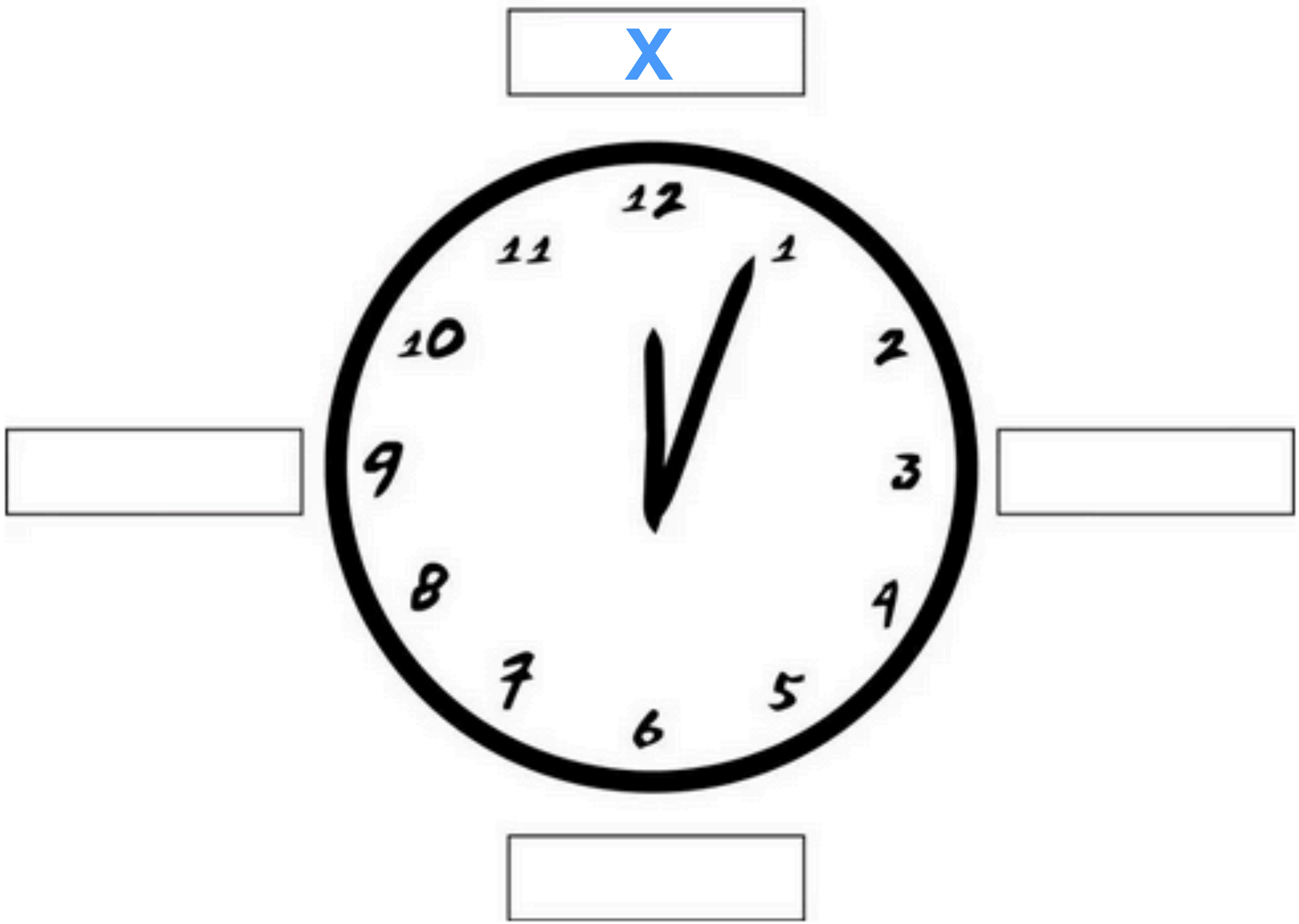
- Decide con la clase qué quieres preguntar
- Pon las preguntas tú en la pizarra
- Aumenta el tiempo (1 min, 1m30s, 2m)
- Disminuye el número de preguntas (10, 8, 5, 1, título)

El proceso (Yr 9-11)

Hablar después de aprender

- Preguntas- respuestas
- Pequeñas conversaciones (pre-prepared)
- Fotos/videos (predicción)
- Conversación por parejas (Set topics con ayuda)
- Conversaciones por parejas (set topics)

Encuentra a tu cita de las 12



Con tu pareja

1. Comparte 2 cosas que funcionan en tu clase de año 9, 10 u 11 (o que te gustaría probar)

2. Habla de cómo vas a integrar alguna de las ideas para año 9, 10 u 11 la semana que viene.

¿Cómo crear un ambiente en el que hablen?

- Parte de la rutina diaria
- Cambio de parejas y de temas constante

As they enter the class
Year 9, 10 & 11 (topics)
Year 12 (statements)
Year 13 (news)

MARGE

HOMER

LENNY

CARL

DONALD

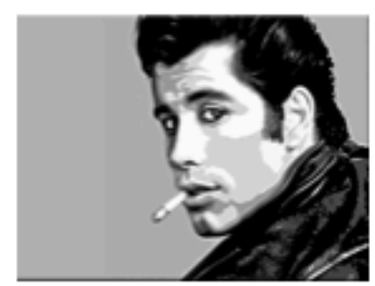
DAISY

PETER GRIFFIN

LOIS GRIFFIN

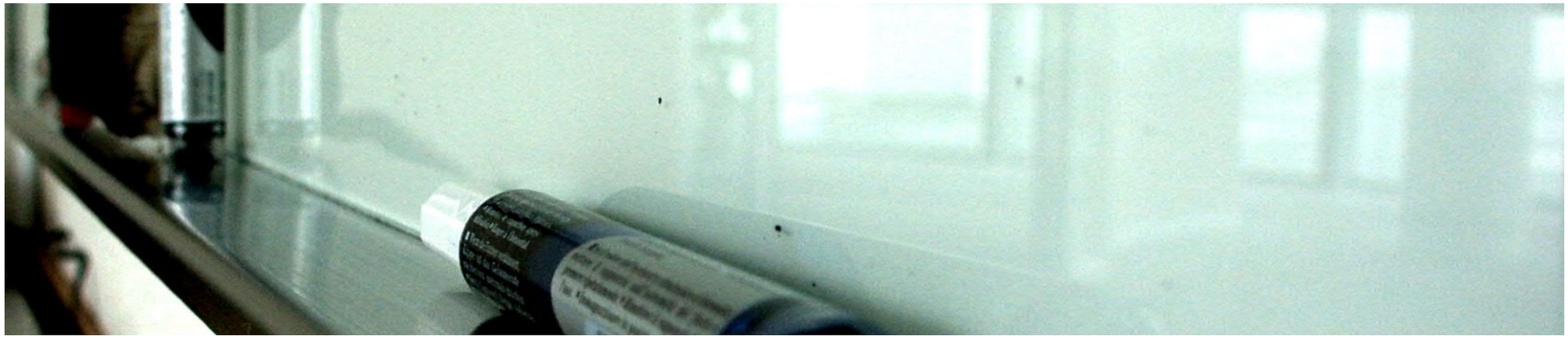
MICKY

MINNIE



JOHN TRAVOLTA

OLIVIA NEWTON

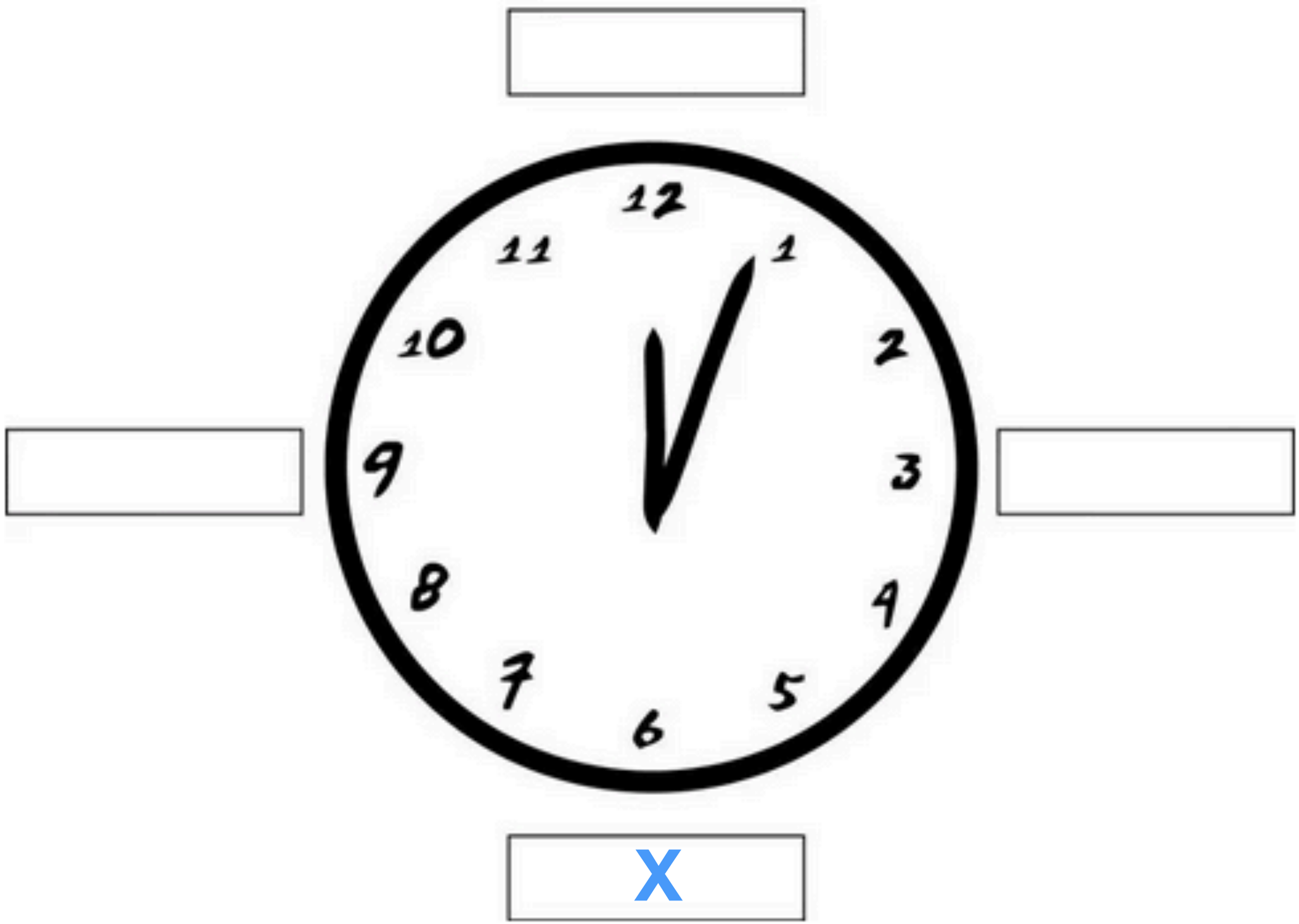


“Los políticos debería ganar el mismo sueldo que los profesores”

Tema que estás haciendo en clase

Ganar: to earn
Justicia: Justice
Trabajar duro: work hard
Instigar: Instigate
Mejorar: to better
Empeorar: To worsen
Student input

Encuentra a tu cita de las 6



Con tu pareja

1. Comparte 2 cosas que funcionan en tu clase de año 12 (o que te gustaría probar)

2. Habla de cómo vas a integrar alguna de las ideas para año 12 en las próximas 2 semanas.

¿Cómo crear un ambiente en el que hablen?

- Parte de la rutina diaria

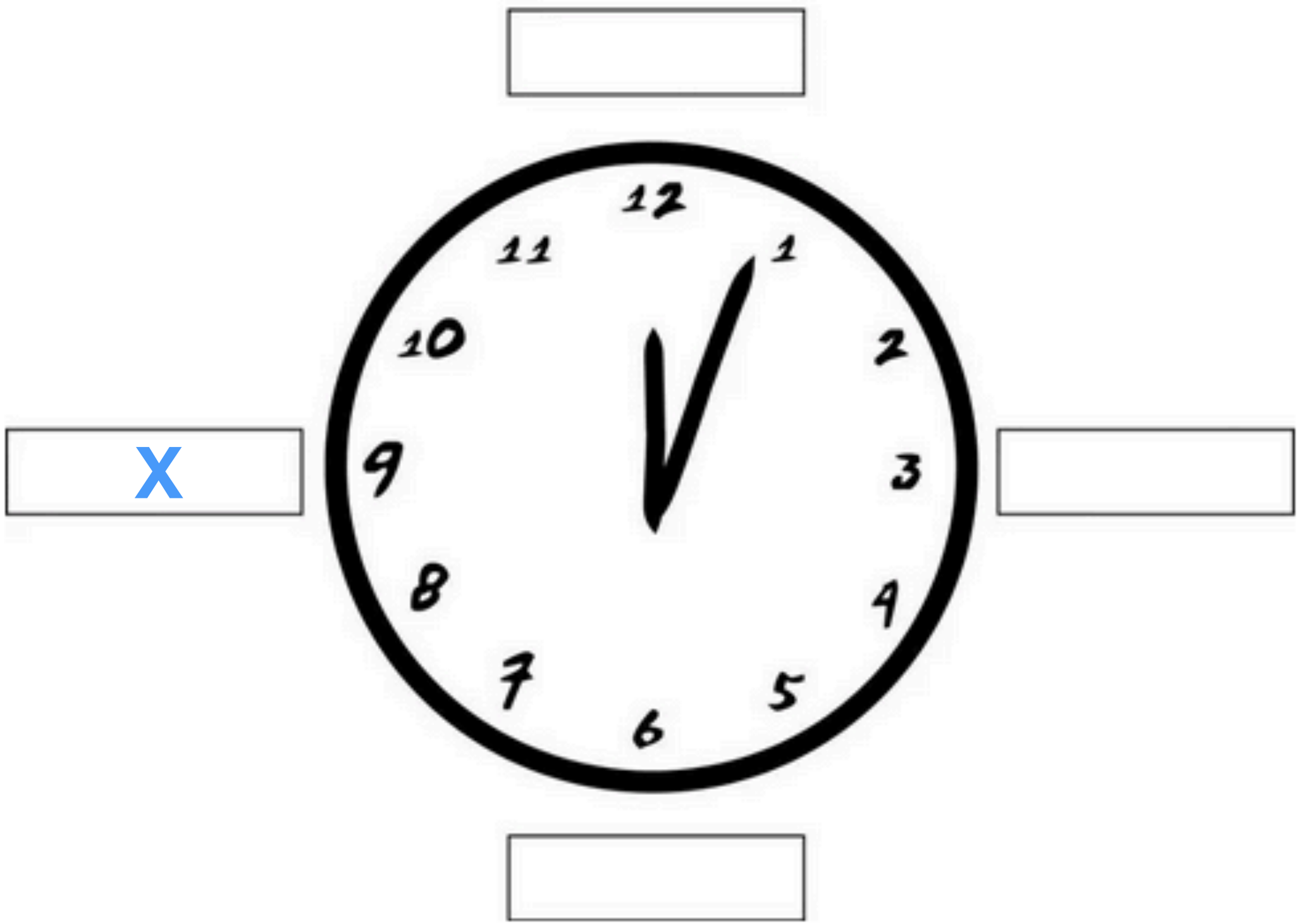
- Cambio de parejas y de temas constante

  As they enter the class
  Year 9, 10 & 11 (topics)
  Year 12 (statements)
  Year 13 (news)

Video/Foto/Titular

Gran tormenta va a llegar a Auckland
¿Cómo te va a afectar el fin de semana?
¿Cuáles son las consecuencias económicas para Nueva Zelanda?
¿Crees que el cambio de clima está creando más tiempo extremo o es esto normal?

Encuentra a tu cita de las 9



Con tu pareja

1. Comparte 2 cosas que funcionan en tu clase de año 13 (o que te gustaría probar)

2. Habla de cómo vas a integrar alguna de las ideas para año 13 en las próximas 3 semanas.

The interaction standard

¿Cómo lo hago?

- Graba las interacciones normales del día a día
- Un estudiante va grabando conversaciones
- Los estudiantes ponen el teléfono/Ipad/device y se graban a sí mismos
    - Comparten contigo (Dropbox, ICloud, School system…)

Assessment schedule: Languages 90910 Spanish – Win a Trip

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student interacts using spoken Spanish to communicate personal information, ideas and opinions in different situations. The student provides a collection of recordings of at least two different spoken interactions. The total student contribution to the interactions is about three minutes. The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist. The interactions show the student sharing personal information, ideas and opinions that are relevant to the task. Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future. The student achieves communication overall, although inconsistencies may hinder understanding in some places. For example: *A: ¿Qué tal si vamos al cine esta noche?* *B: ¿A qué hora?* *A: ¿A las siete y media enfrente del cine?*	The student interacts using convincing spoken Spanish to communicate personal information, ideas and opinions in different situations. The student provides a collection of recordings of at least two different spoken interactions. The total student contribution to the interactions is about three minutes. The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist. The interactions show the student sharing personal information, ideas and opinions that are relevant to the task. Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future. The student uses a range of language that is fit for the context. The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction. The student achieves communication, and inconsistencies do not significantly hinder understanding.	The student interacts using effective spoken Spanish to communicate personal information, ideas and opinions in different situations. The student provides a collection of recordings of at least two different spoken interactions. The total student contribution to the interactions is about three minutes. The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist. The interactions show the student sharing personal information, ideas and opinions that are relevant to the task. Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future. The student successfully uses a range of language that is consistently fit for the context. The student skilfully selects from a repertoire of language features and strategies to support the interaction. The student achieves communication, and inconsistencies do not hinder understanding. For example:

- **4 minutes**
- **Different situations**
- **Sharing personal information, ideas and opinions**
- **Uses past and future tense**

Assessment schedule: Languages 91149 Spanish - Part-time work

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Interactions use spoken Spanish to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Communication is achieved overall, although interactions may be hindered in some places by inconsistencies. Example *-Tengo que escoger las asignaturas para el próximo año y no sé qué hacer. ¿Tú que eliges?*	Interactions use convincing spoken Spanish to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not significantly hindered by inconsistencies.	Interactions use effective spoken Spanish to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not hindered by inconsistencies. Example *-El plazo para escoger las asignaturas del año que*

- **4 minutes**
- **Different situations (purposes)**
- **Language features**

Assessment schedule: Languages 91570 Spanish – Teenage life

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes. Across the recordings, the student has interacted clearly using spoken Spanish. The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views. The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants. The student's participation is characterised by: • a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) • use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification • appropriate use of cultural conventions such as courtesies and gestures. The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for	The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes. Across the recordings, the student has interacted clearly using convincing spoken Spanish. The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views. The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants. The student's participation is characterised by: • use of a range of language that is fit for purpose and audience • generally successful selection from a repertoire of language features and strategies to maintain the interaction • a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) • use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification • appropriate use of cultural conventions	The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes. Across the recordings, the student has interacted clearly using effective spoken Spanish. The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views. The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants. The student's participation is characterised by: • successful use of a range of language that is consistently fit for purpose and audience • skilful selection from a repertoire of language features and strategies to maintain the interaction • a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) • use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification • appropriate use of cultural conventions such

- **5 minutes**
- **Explores and justifies varied ideas and perspectives**
- **Accounts and sustains their own views**
- **Supports or challenges (explanations or evidence)**
- **Language features**
- **Spontaneity**

Why

- Why do we teach

- Talking in the classroom
  Years 9 to 11
  Year 12
  Year 13

- The interaction nightmare