

Application for Modification to the Approved Subjects List for University Entrance



1. Applicant Details

Applicant group or organisation	Ministry of Education		
Contact	Name		
	Title		
Contact details	Mobile		Landline

2. Proposed Modification(s)

Please attach a separate document for each of the new standards as per section 4 (where applicable)

	Addition of a new subject to the List	
Proposed subject to be added to the List	New Zealand Sign Language	
Number of standards to be added	4	
Titles of standards to be added to the List	1	Demonstrate understanding of a variety of extended New Zealand Sign Language texts
	2	Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material
	3	Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations
	4	Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives
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3. Outline the rationale for the proposed change

The rationale for the proposed inclusion of the standard(s) and/or subject(s) on the list of approved subjects.

The Secondary Tertiary team of the Ministry of Education is applying on behalf of the schools and stakeholders to have NZSL added to the UE approved subject list.

Background

New Zealand Sign language (NZSL) is an official language of New Zealand (NZSL Act 2006). The NZ Disability Action Plan, the UN Convention on Rights of Persons with Disabilities and the Human Rights Commission (HRC) Inquiry all mandate access to NZSL in education.

The 2013 inquiry by the Human Rights Commission recommended that government agencies explore and address issues relating to the use and promotion of NZSL as an official language.

The NCEA Governance Board agreed that the Ministry of Education should develop achievement standards for NZSL. The key aims of this work were to:

- Develop achievement standards at curriculum levels 6, 7 and 8, assessment resources and supporting curriculum resources for New Zealand Sign Language.
- Create pathways for students to learn New Zealand Sign Language in secondary schools and recognise student attainment in this area of learning.
- Increase the number of people who are able to communicate in New Zealand Sign Language.

The Ministry consulted with the Deaf community and set up an advisory group to ensure that people with the appropriate experience, knowledge and skills were identified and invited to contribute to this work. The Ministry procured specialist service and provision from an organisation that partnered with experts from the Deaf Education Centres to develop a full suite of achievement standards, assessment resources and associated curriculum support resources.

Level 1 and 2 NZSL achievement standards were registered for use from the beginning of 2016 and Level 3 NZSL from the beginning of 2017. The existing unit standards have been expired.

The New Zealand Curriculum and Learning Languages

The New Zealand Curriculum (NZC) is a statement of official policy relating to teaching and learning in schools. It recognises the official status of NZSL and the right of deaf learners to access education in NZSL. This curriculum also states "For hearing students who wish to learn a second or subsequent language, NZSL may be offered as another option alongside the spoken languages by their school."

It should be noted that the Level 3 NZSL achievement standards were developed to align with the achievement objectives and curriculum levels used in the other learning languages achievement standards. All other languages that have achievement standards are on the Approved subjects for University Entrance list.

Modes of assessment

When the achievement standards were being developed the Ministry, with the recommendation from NZQA, decided not to make any of them externally assessed because at that time it was felt that the difficulties in assessing students' NZSL work from an examination were sufficient to delay this form of assessment. Instead, one of the externals from the other learning languages achievement standards was adapted for use as an internally assessed standard, in much the same way that there are te reo



Māori achievement standards that assess listening skills using an internal standard.

What is NZSL

New Zealand Sign Language is the dynamic, visual language of the deaf community of New Zealand. It became an official language in New Zealand in 2006.

Sign language has been used for over a century among deaf people in New Zealand, but only since the mid-1980s has it been documented, named as NZSL, and used more publicly. NZSL is used as a primary language by deaf people and as an additional language by hearing people connected with the community, such as those who have deaf family members and those who work or socialise with deaf people regularly.

NZSL is a distinct language with its own vocabulary and grammar. It is not a variety of mime, nor is it a manual code for English. Unlike spoken languages that utilise the voice and the ears, NZSL uses a visual-gestural mode in which movements of the hands, the body, and the face are systematically combined to express meaning that is perceived through the eyes. Fluent use of NZSL can appear very animated to people who are not used to the facial and body movements that are intrinsic to its visual grammar.

Many people incorrectly assume that there is one universal sign language used by deaf people all over the world. In fact, signed languages in different countries are highly diverse, although there are grammatical similarities between them, and families of historically related sign languages. NZSL and Australian Sign Language, Auslan, are closely related, both originating from British Sign Language, BSL, which is centuries old. Like every language, NZSL changes naturally through time; signs are created and altered by successive generations of deaf people to express new concepts and styles. As international contact between sign language users in different countries has increased, NZSL has adopted many signs from Auslan, American Sign Language, and BSL into its vocabulary.

Why Learn NZSL

There are many reasons to learn NZSL. For deaf people, NZSL is essential in daily interactions and access to information. As more people come to know NZSL and have an appreciation of deaf culture, society becomes more inclusive of deaf people.

For hearing students who wish to learn a second or subsequent language, NZSL may be offered as an option alongside the spoken languages offered by their school. Learning NZSL allows hearing students to communicate with their deaf peers and participate in the Deaf community. Skilled NZSL users may find career opportunities working with deaf people.

Learning NZSL can be an enriching experience for deaf and hearing people of any age. Deaf children, and hearing children of deaf parents can gain awareness of their first language by studying NZSL and strengthen their sense of belonging in the NZSL community.

There is a great demand for graduates from the AUT programmes, but they are currently not meeting the demand required in the community/workforce. For example, anecdotally they know that (at least in the Auckland area) in 2018 not all interpreting hours needed in compulsory and tertiary education in Auckland have been able to be covered by interpreters. There is also a great demand for trilingual (NZSL-English-Te Reo Māori) interpreters, as well as non-Te Reo speakers who are competent and confident in navigating Māori and Deaf world settings.

Both of their majors are suitable for school leavers, but there is a lack of awareness of this study and career option among students within high schools, unless students already have Deaf community connections. In order to graduate the numbers of



	students to meet demand in the community, larger initial first year intakes are needed. Ideally, high school leavers would be more aware of NZSL and the possibilities for studying NZSL at tertiary level in order to pursue a career in NZSL/interpreting.
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4. Define the subject(s) in terms of the range of standards that will be available.

Please attach separate documents where applicable.

Level 3 achievement standards derived from Level 8 of the New Zealand Curriculum or Te Marautanga o Aotearoa. Standards must be listed on the Directory of Assessment Standards (DAS).	The NZSL achievement standards are based on the learning languages matrix and align with The New Zealand Curriculum and the achievement objectives of the Learning Languages learning area and demonstrating clear progressions across levels 6, 7 and 8 of the curriculum.
A standards matrix which shows the levels, credits, and standards titles.	New Zealand Sign Language Matrix
Data trends regarding students achieving against the standards.	<p>The first year achievement standards for NZSL Levels 1 and 2 were available was 2016, and 2017 for Level 3. By 2018 all unit standards for Levels 1-3 had expired.</p> <p>For achievement standards: In 2016, 31 candidates took Level 1; and 3 took Level 2.</p> <p>In 2017, 145 candidates took Level 1; 4 took Level 2; and 4 took Level 3. Of the 4 Level 3 candidates 2 attained Achieved and 2 attained Achieved with Merit.</p>
References to the New Zealand Curriculum, or Te Marautanga o Aotearoa, and their associated Teaching and Learning Guides.	<p>The achievement standards for NZSL are derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of <i>The New Zealand Curriculum</i>. The link to the associated Teaching and Learning Guide is http://seniorsecondary.tki.org.nz/Learning-languages/New-Zealand-Sign-Language.</p>

5. Demonstrate how the subject(s) will equip students with the skills and knowledge that would:

- i. *contribute substantially to a student’s general ability to undertake a programme of degree-level study; and/or*
- ii. *provide a foundation for study in a specific degree-level subject or discipline.¹*

Please attach separate documents where applicable.

<p>A description outlining:</p> <ul style="list-style-type: none"> • how the subject has the capacity to permit students to exhibit the high-level cognitive abilities for the credibility of the university entrance award • data trends of candidates that have shown the ability to perform at merit/excellence at Level 3. 	<p>Competence in another language is a skill that aligns with desired tertiary graduate attributes such as the ability to engage with diverse communities, and to communicate complex ideas in various contexts. Tertiary pathways for NZSL learners may include further study of NZSL and Deaf culture in BA programmes at VUW and AUT, sign language interpreting (Bachelors at AUT), Specialist Resource Teacher of Deaf and Hearing Impaired (post-graduate at UC). NZSL learning at tertiary level can also complement study in a range of other disciplines in the Arts and Humanities (e.g. linguistics, education, law, social work, anthropology, film and theatre), and in Psychology and Health Studies. Knowledge of a NZS community language is an asset in any of these fields.</p> <p>For data trends cross-reference to comment against (4).</p>
<p>Other useful information might include:</p> <ul style="list-style-type: none"> • highlighting an appropriate tertiary path for students in this subject 	<p>New Zealand Sign Language Studies can be studied at Victoria as a minor, usually in a BA. It also offers a Certificate in Deaf Studies: Teaching NZSL. This is a professional certificate</p>

¹ The overall purpose of the common entrance standard.



<ul style="list-style-type: none"> • impacts of list inclusion or non-inclusion • the impact of the addition of a new subject on the existing range and uptake of approved subjects • the accessibility of the subject for all students • the nature of programmes or likely programmes in schools • the capability, capacity, and sufficiency of qualified teachers to support the delivery of courses in the proposed subject • general teacher expertise and support networks. 	<p>designed for fluent NZSL users, mainly from the Deaf community. AUT offers two NZSL majors within the BA; these are the only undergraduate major-level NZSL programmes offered at a New Zealand University. Their introduction acknowledges the importance and status of NZSL and the need for people who can work constructively with the Deaf community. (For more detail refer attachment.)</p> <p>There is no impact for list inclusion or non-inclusion.</p> <p>At present the uptake of NZSL as a subject is still small and has not had a noticeable impact on other approved subjects. Also schools are more likely to accept NZSL if it has an approved UE status. Many parents and teachers do not like their child/students' picking up on subjects that are not useful or given a university pathway. This has been from feedback of other senior teachers in deaf education.</p> <p>Schools programmes for learning follow those used for the Learning Languages area.</p> <p>The capacity and capability of qualified teachers is an issue that the NZSL Advisory Board (chaired by the Ministry) and the NZSL Panel of Experts is aware of. The Ministry has ensured that the Network of Expertise for Languages, which is run by the New Zealand Association of Language Teachers (NZALT) has specifically included NZSL teachers in its PLD programme for NZ languages teachers.</p> <p>Currently registered teachers could work closely with NZSL tutors and teachers if it is their class. Some NZSL teachers could be employed to teach NZSL and Deaf Studies to those schools who have Deaf and hearing-impaired students. But with the advent of NZSL@school project, the numbers requesting NCEA NZSL in the next few years will see a pattern of steady growth. More hearing children at primary school level will be learning NZSL as a direct impact of this NZSL@school project.</p>
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6. Evidence of consultation with key stakeholders

Consultation with, and support from, members of the national association or organisation and/or similar bodies; and other relevant tertiary, professional and/or community groups.

Stakeholder name (Individual, group or organisation)	Reason for Inclusion (Why they are appropriate, credible, representative)	Nature of involvement (What contribution they made to the process)
Kelston Deaf Education Centre (KDEC)	Expertise in using and teaching NZSL at NCEA level	KDEC was partner with the Ministry in the development of the achievement standards and support materials.
Van Asch Deaf Education Centre (VADEC)	Expertise in using and teaching NZSL at NCEA level	VADEC supported KDEC and released two teachers to work on the development of the achievement standards.
For full list of stakeholders refer to attachment		

7. Attachment Checklist

Evidence required	Attached	No. of attachments
A standards matrix		1
An outline of proposed programme structure(s)		1



A programme matrix		1
An outline of how to achieve the proposed subject for UE		0
Copies of the listed achievement standards		4
Copies of assessment support materials		9

Separate document(s) for each subject you are commenting on (prepare in Word Template – upload PDF version when applying, and then email Word documents to Qualifications Services, UEchanges@nzqa.govt.nz with the subject name in the Subject line).