

18 October, 2019

To: the Ministry of Education
From: Daryl Streat (President – TESOLANZ)
Re: Review of Achievement Standards Process

To whom it may concern,

Thank you for your communication regarding Subject Expert Groups. While this process is in its initial phase, TESOLANZ would like to request that a Subject Expert Group (SEG) is also established for English Language (EL) and English for Academic Purposes (EAP).

We are well-aware that the [linguistic diversity of New Zealand is increasing](#). From 2001 to 2013, the number of Hindi speakers tripled, while the number of Mandarin speakers doubled. [Preliminary 2018 census data](#) indicates that this trend will continue. Many other languages also spoken and an [increasing number of International students](#) are choosing New Zealand schools (28% increase from 2013-2018).

Careful attention needs to be accorded to EL/EAP as they serve the needs of New Zealand's diverse linguistic communities. There are 3 primary reasons why we request establishment of an EL/EAP SEG.

- EL/EAP learning outcomes are derived from the New Zealand Curriculum [NZC] (MoE, 2007). EL/EAP have a similar relationship to the NZC as other cross-curricular subjects (such as Psychology, Agribusiness and Education for Sustainability), as they are taught and assessed as separate subjects in New Zealand schools and tertiary institutions. These subjects are represented by SEGs. EL/EAP are identified as subjects on the NZQA subject page.
- A significant number of learners are assessed against EL/EAP standards. The subjects where these standards are used should therefore be included in the Review of Achievement Standards process to maintain the learning pathway for many learners in New Zealand schools. These numbers are higher than in some other subjects. NZQA usage data for 2018, for example, indicate that 16,904 English Language standards were assessed in secondary schools, compared to 7431 for Psychology and 2051 Agribusiness.
- These well-established standards contribute to Levels 1, 2 and 3 of NCEA, to University Entrance and the New Zealand Certificates in English Language. In addition, some EL standards are graded with Achieved, Merit or Excellence, as are achievement standards.

Recent studies have highlighted the importance of language in providing equity of access in education. The recent Ministry document, [Shaping a Stronger Education System With New Zealanders](#), highlighted the objective of barrier-free education. Specifically, it states that “all learners/ākonga regardless of... language... benefit from high expectations and are supported to progress, achieve and excel.” TESOLANZ believes it is essential that equity of assessment is maintained for English Language Learners. Therefore, TESOLANZ requests the establishment of a Subject Expert Group covering EL/EAP.

Sincerely,
Daryl Kevin Streat



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