For to all those who have,
more will be given
Matthew 25:29

Sleeping policemen:
Principals’ impact on languages education
in New Zealand’s low decile schools

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NEW New Zealand Curriculum

“... a framework designed to ensure that all New Zealanders are equipped with knowledge, competencies, and values they will need to be successful citizens in the twenty-first century.”

NZC, 2007, p4
In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
The study

Census survey

- Intermediate (N = 123) & full primary schools (N = 1,100)
- Online, mail follow-up
- 30.9% response rate (378)
- Quantitative & qualitative data
Decile

National

Respondents

High (8 - 10)

Medium (4 - 7)

Low (1 - 3)
Schools offering languages

- Year 7: 90.2% No, 10.1% Yes
- Year 8: 9.8% No, 100% Yes
Schools offering languages by decile
Relative importance of the 8 Learning Areas for Years 7 & 8
How does perceived relative importance vary by decile?

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
Should it be compulsory - beliefs by decile

- **Offering**
  - Low: 45.2
  - Medium: 51.0
  - High: 54.4

- **Studying**
  - Low: 39.5
  - Medium: 54.2
  - High: 56.0

Legend:
- Low
- Medium
- High
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"I cannot say strongly enough how important it is for students to learn languages. I feel a professional responsibility to ensure that my students are prepared for a life beyond this community. Ensuring that our students have engaged positively with cultures other than their own through language learning is one way of ‘future proofing’ and truly preparing them to be active participants in the 21st Century."

Geraldine Travers, Principal,
“... a framework designed to ensure that all New Zealanders are equipped with knowledge, competencies, and values they will need to be successful citizens in the twenty-first century.”

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