





Speech New Zealand

Founded 1964 as New Zealand Speech Board Incorporated as a Charitable Trust

Professional Speaking Syllabus Marautanga

2026

Speech New Zealand have a selection of teacher kaiako resources ngā rauemi to support this syllabus marautanga

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Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

Seek the treasure you value most dearly: If you bow your head, let it be to a lofty mountain

This whakataukī (proverb) is about aiming high or for what is truly valuable, but its real message is to be persistent and do not let obstacles stop you from reaching your goal.

Website:

www.speechnz.co.nz Refer to our website for details of all syllabi marautanga and resources rauemi

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Rationale

Certificate in Professional Speaking

The Professional Speaking Certificate has been designed to provide a structured framework of skill development appropriate to those entering or re-entering the workforce. It aims to equip individuals to clearly and confidently communicate and to become credible and effective communicators in professional contexts.

Advanced Certificate in Professional Speaking

The Advanced Certificate develops a higher level of professional communication competence for those working with increasing independence or responsibility. It focuses on clarity, persuasion, and adaptability across diverse workplace *wāhi mahi* contexts. Candidates *kaitono* demonstrate confidence in influencing, negotiating, and presenting ideas effectively while responding thoughtfully to others. The qualification strengthens critical thinking, professionalism, and cultural responsiveness, preparing candidates *kaitono* to engage confidently and credibly in complex communicative situations.

Diploma in Professional Speaking

The Diploma in Professional Speaking recognises advanced mastery of leadership communication. It is designed for professionals who guide others, manage change, and navigate challenging discussions with authority and empathy. Candidates *kaitono* demonstrate strategic thinking, initiative, and the ability to motivate and influence within organisations and communities. The qualification reflects a high level of skill in managing communication processes and fostering understanding, trust, and collaboration across diverse professional contexts.

Overview of examinations whakamātautau \bar{a} -waha

Examinations whakamātautau ā-waha are held in centres across New Zealand Aotearoa by Examiners ngā Kaiarotake Matua appointed by Speech New Zealand. All levels are designed to allow examination whakamātautau ā-waha either in-person or online.

Please see our website www.speechnz.co.nz for further information.

Results

At each level **Honours** *Pūkenga*, **Merit** *Kua Ea*, **Pass** *Kua Oti* or **Not Achieved** *Kāore Anō Kia Tutuki* may be given.

Pass Kua Oti: Most progress outcomes are met, at a basic level, but some require

further development.

Merit Kua Ea: Most progress outcomes are met competently.

Distinction *Pūkenga*: Most progress outcomes are mastered.

Reports $ng\bar{a}$ ripoata and certificates $ng\bar{a}$ tohu will be distributed by National Office and remain the property of the candidate kaitono.

Badges $nq\bar{a}$ tohu are available for purchase at the certificate level.

Please check our website for details on results appeals.

NZQA equivalency

The Professional Speaking Speech NZ micro-credentials are recognised by NZQA as equivalent to nationally accredited qualifications, ensuring alignment with New Zealand education standards.

Certificate in Professional Speaking Equivalent to 4 credits at Level 2
Advanced Certificate in Professional Speaking Equivalent to 5 credits at Level 4
Diploma in Professional Speaking Equivalent to 6 credits at Level 5

These micro-credentials can be found on the NZQA Equivalency Register: https://www2.nzqa.govt.nz/tertiary/approval-accreditation-and-registration/micro-credentials/register-equivalency/

Procedure for entry

Details on procedure for entry and requirements can be found on our website: www.speechnz.co.nz.

Those wishing to enter candidates $ng\bar{a}$ kaitono for examinations $whakam\bar{a}tautau$ \bar{a} -waha should enter via the online entry form: **www.online.speechnz.co.nz**.

All candidates $ng\bar{a}$ kaitono are encouraged to sit examinations whakamātautau \bar{a} -waha.

Upon application, Speech New Zealand will award a Certificate of Attainment *Tohu Whakawhiwhia* to candidates $ng\bar{a}$ *kaitono* with any additional needs or disability. Please see our website for details and applications: **www.speechnz.co.nz**.

Refunds

A copy of Speech New Zealand's full refund policy is available on our website **www.speechnz.co.nz** or by contacting the National Office. Speech New Zealand guidelines comply with the legal requirements of the various Consumer Protection Acts.

General guide for teachers ngā kaiako

It is understood that candidates $ng\bar{a}$ kaitono may be at different stages of their professional lives. Tasks may be undertaken about current or intended workplaces $w\bar{a}hi$ mahi, including in volunteering or otherwise unpaid roles, or in regard to tertiary study.

Audiences

Audiences are highly encouraged, although not mandatory at Certificate and Advanced Certificate level. Audiences are mandatory for the Diploma level.

The audience is usually formed by the group *roopu* doing the examination *whakamātautau ā-waha* but may also comprise of family *whānau* members, colleagues, teachers *ngā kaiako* or friends.

When an audience is present, interaction between the candidate *kaitono* and the audience will be encouraged. Members of the audience will be briefed on their role, either by the candidate *kaitono*, teacher *kaiako* or Examiner *Kaiarotake Matua* before the examination *whakamātautau ā-waha*. Audiences will participate in discussion on the content of the presentation, they are not giving feedback on the candidate's *kaitono* delivery.

From time-to-time a trainee Examiner *Kaiarotake Matua* may be present, and, under the direction of the Examiner *Kaiarotake Matua*, may take part in the examination *whakamātautau ā-waha*.

The Examiner $Kaiarotake\ Matua\ always\ maintains\ control\ of\ the\ examination\ whakamātautau\ \bar{a}-waha.$

Group work

This is encouraged throughout the syllabus.

Each candidate *kaitono* must be given an equal opportunity for their work *mahi*. The overall time limit at the top of the progress outcome page is the combined total available for each candidate *kaitono* in the examination *whakamātautau ā-waha*.

Our languages

Examinations whakamātautau ā-waha are conducted in English. Candidates ngā kaitono may also use phrases in other languages including te reo Māori and New Zealand Sign Language with appropriate translations provided.

Resources Rauemi

Candidates $ng\bar{a}$ kaitono are encouraged to use books, journals, and other articles related to the topic of Section 1.

Visual aids

Candidates $ng\bar{a}$ kaitono are encouraged to use visual aids which support key ideas and clarify these ideas for the audience. These must be an integral part of the talk.

Visual aids can include PowerPoint presentations, models, equipment or charts. It is the candidate's *kaitono* responsibility to provide any equipment needed and ensure it is operated safely.

Written statement

At the time of entry, candidates *kaitono* must submit a written statement of the communicative demands (see glossary) of their occupation or intended occupation.

NB: The candidate *kaitono* is not assessed on their written statement. The statement should reflect proficient written communication skills (e.g. – accurate spelling and grammar, appropriate tone) but consideration of this does not form part of the grading process and is for the Examiner's *Kaiarotake Matua* information in setting the tasks and conducting the examination *whakamātautau ā-waha* only.

Guide to tasks

The following is intended as a guide to teachers $ng\bar{a}$ kaiako about the accepted practice of the tasks with Speech New Zealand.

Talks

These should be extempore, with ideas presented in a natural, spontaneous style. This means the talk is structured and prepared, but not written out, read or memorised. Cue cards or notes are not acceptable. Tasks should be prepared and presented as if for a specified audience and occasion.

Reading aloud

Candidates $ng\bar{a}$ kaitono should read in an appropriate style for the publication chosen and aim to capture the interest of the audience. Selections may be made from fiction or non-fiction.

An additional legible copy of the extract being read should be provided for the Examiner *Kaiarotake Matua* on examination day.

Storytelling/Anecdote

These should be told in the candidate's *kaitono* own words. A balance of description, narration, direct speech and dialogue should be included. Candidates *kaitono* may (but are not required to) use visual representations to aid in the telling of the story.

The story/anecdote should be one that could be used to illustrate a point in a talk. Details of this may form part of the discussion but do not need to be provided to the Examiner *Kaiarotake Matua* in advance

Cultural responsiveness

This task examines the ability of the candidate *kaitono* to engage with how the cultural issue chosen relates to their workplace *wāhi mahi*.

Role-play

A role-play approximates a real-life situation and uses communication skills for problem-solving. This is an impromptu exercise set by the Examiner *Kaiarotake Matua* on the day of the examination $whakam\bar{a}tautau\ \bar{a}-waha$.

If the examination whakamātautau ā-waha is being done as an individual, the Examiner Kaiarotake Matua will participate. The Examiner Kaiarotake Matua will allocate role-play tasks to pairs or groups ngā roopu.

Discussion

This will include exchanges between the candidate(s) $(ng\bar{a})$ kaitono, the Examiner Kaiarotake Matua and audience as appropriate. The courtesies necessary to facilitate satisfactory discussion, and the ability to think, listen and respond appropriately, are important.

Notes:

Certificate in Professional Speaking

Time: 25 minutes per candidate kaitono.

Total Tasks: Five

Written statement: At the time of entry, submit a written statement outlining your current or intended occupation or course of study and the communicative demands of this.

Word limit: 250 words

ONE: Talk - informative/instructive/marketing

Prepare and present a talk that is either informative, instructive or marketing a product/service relevant to an audience to whom you may be called upon to speak within your current or intended workplace $w\bar{a}hi\ mahi$ or course of study. Specify your audience before you begin.

Be prepared to discuss information or ideas relating to your talk.

Time limit: 5 - 7 minutes

Two: Reading aloud/storytelling

Read aloud a prepared extract from a publication you bring to the examination whakamātautau \bar{a} -waha that is relevant to your current or intended work mahi or course of study.

Give the title and author and a brief introduction to an extract you have prepared before beginning.

OR

Tell an original story/anecdote designed to illustrate a point in a talk you could give.

Outline the topic, audience and purpose of the talk before beginning.

Time limit: 3 minutes

THREE: Cultural responsiveness talk

Prepare and present a talk on New Zealand Aotearoa choosing either:

The significance of the Treaty of Waitangi *Te Tiriti o Waitangi* and/or Māori customs *tikanga Māori* to your current or intended workplace *wāhi mahi* or course of study.

OR

The importance of cross-cultural awareness in your current or intended workplace $w\bar{a}hi\ mahi$ or course of study.

Time limit: 4 minutes

FOUR: Social speech

Prepare and deliver a social speech appropriate to your current or intended work *mahi* or course of study.

Time limit: 2 - 3 minutes

FIVE: Role-play

Participate in an impromptu role-play set by the Examiner Kaiarotake Matua.

Time limit: 3 minutes

Progress Outcomes

Written statement

The Written Statement is not examinable but must be submitted at entry. This statement should:

Identify and clarify the communicative demands of your occupation

Overall:

- Speak audibly, clearly and fluently
- Demonstrate active listening skills
- Be courteous
- Keep to time
- Any visual aids must be integrated into the presentation
- The candidate kaitono must be able to manage any relevant technology

Discussion follows Tasks 1, 2 and 3

- Explain ideas and opinions clearly and logically
- Express your ideas and opinions and support these with reasons or examples
- Listen carefully
- Ask for clarification if required

ONE: Talks – informative, instructive and marketing

Demonstrate the purpose of your talk

Use an extempore style of delivery

Use a logical structure

Use content to extend the knowledge of your audience

Show evidence of some research

Present as if for the specified audience and occasion

Meet the purpose of your talk

Additional Progress Outcomes

INSTRUCTIVE TALK

State objective(s) clearly

Explain what needs to be done to meet the objective(s) of instruction, including how and why

Include advice, suggestions and warnings throughout

Recap the main steps in the conclusion

Continued...

MARKETING TALK

Define your product or service
Use a positive opening line and a clear conclusion
Explain the benefits of your product or service
Demonstrate the features of your product or service
Show your knowledge of the needs of your client(s)
Use heightened delivery to show passion or belief

Two: Reading aloud/storytelling/anecdote

READING ALOUD

Before beginning, give the title and author of the publication

Engage and hold the attention of the audience

Read fluently

Use meaningful eye contact with your audience

Help the listener to understand the extract by phrasing for sense and meaning

OR

STORYTELLING/ANECDOTE

Match the content of the story/anecdote to the point of the talk being illustrated Engage and hold the attention of the audience
Suit the structure, language and style of the story/anecdote to the purpose
Bring the story to life with the use of voice, speaking, body language, and gesture

THREE: Cultural responsiveness talk

TE TIRITI O WAITANGI

Use an extempore style of delivery

Use a logical structure

Show evidence of some research

Link the Treaty of Waitangi *Te Tiriti o Waitangi* to the specific demands of your current, intended workplace *wāhi mahi* or course of study

OR

CROSS-CULTURAL AWARENESS

Use an extempore style of delivery

Continued...

Use a logical structure

Show evidence of some research

Link your points to the specific demands of your current, intended workplace $w\bar{a}hi\ mahi$ or course of study

FOUR: Social speech

- Examples:
 - » Announcement
 - » Welcome
 - » Introduction to a guest or speaker
 - » Vote of thanks
 - » Presentation of gift
 - » Farewell to a departing colleague

Use an extempore style of delivery

Speak with sincerity and warmth, avoiding clichés

Use a logical structure

Suit content and delivery to the specified audience and occasion

FIVE: Role-play

Create roles appropriate to the information given by the Examiner Kaiarotake Matua

- Examples:
 - » Telephoning
 - » Interviewing
 - » Making a complaint

Clearly distinguish the roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true-to-life' and relevant to the work mahi situation

Certificate Syllabus Marautanga 2026

Notes:

Advanced Certificate in Professional Speaking

Time: 40 minutes per candidate kaitono.

Total Tasks: Six

Written statement: At the time of entry, submit a written statement outlining your current or intended occupation or course of study and the communicative demands of this.

Word limit: 300 words

ONE: Talk - informative/persuasive

Prepare and present an informative or persuasive talk relevant to an audience to whom you may be called upon to speak within your current or intended workplace *wāhi mahi* or course of study. Be prepared to discuss information or ideas relating to your talk.

Time limit: 5 - 7 minutes

Two: Reading aloud

Read aloud an extract, at sight, from a publication you bring to the examination whakamātautau \bar{a} -waha that is relevant to your current or intended work mahi or course of study. The extract will be chosen by the examiner kaiarotake matua. Give the title and author and a brief introduction to the extract.

Be prepared to critically comment on the ideas expressed in the extract.

Preparation Time: 2 minutes

Time limit: 3 minutes

THREE: Talk - pitch

Prepare and present a pitch to promote a product, service or innovation related to your current or intended workplace *wāhi mahi* or course of study.

State your intended audience prior to the pitch.

Time limit: 5 minutes

Four: Social speech

Prepare and deliver a social speech appropriate to your current or intended work *mahi* or course of study.

Time limit: 3 minutes

FIVE: Talk - impromptu

Prepare and deliver an impromptu talk. The examiner *kaiarotake matua* will give the topic in relation to the communicative demands of your current or intended work *mahi* or course of study after a brief discussion.

Preparation Time: 2 minutes
Time limit: 3 minutes

SIX: Discussion

Be prepared to take part in a discussion with the examiner *kaiarotake matua* and/or the audience which relates to work presented in Sections 1, 2, 3 and 5.

Time limit: 3 minutes

Progress Outcomes

Written statement

The Written Statement is not examinable but must be submitted at entry.

This statement should:

- Identify and clarify the communicative demands of your occupation
- Identify the challenges related to your occupation when you need to influence, persuade, or sell (products, services or ideas)

Overall:

- Speak audibly, clearly and fluently
- Demonstrate active listening skills
- Be courteous
- Keep to time
- Any visual aids must be integrated into the presentation
- The candidate *kaitono* must be able to manage any relevant technology

General communication skills

In order to achieve well at this level you need to:

- Listen, speak, explain and question at a level which will enable you to carry out your work mahi without supervision
- Show initiative within the limits of your authority
- Relate, at all times, to the communicative demands of your occupation or profession as set out in the written statement, together with any other demands which may reasonably be expected of the occupation or profession

Discussion follows Tasks 1, 2, 3 and 5

- Explain ideas and opinions clearly and logically
- Express your ideas and opinions and support these with reasons or examples
- Listen carefully
- Ask for clarification if required

Continued...

ONE: Talks – informative and persuasive

Demonstrate the purpose of your talk

Use an extempore style of delivery

Use a logical structure

Give a clear sense of knowledge and experience in your occupation

Present as if for the specified audience and occasion

Show a clear choice of style – whether informative or persuasive

Meet the purpose of your talk

Show evidence of in-depth research

PERSUASIVE TALK

Use a persuasive speech structure Use persuasive language

Two: Reading aloud

Before beginning, give the title and author of the publication

Engage and hold the attention of the audience

Read fluently and use vocal variety

Use meaningful eye contact with your audience

Help the listener to understand the extract by phrasing for sense and meaning

Choose challenging material that relates to your current or intended work mahi or course of study

Demonstrate effective resource or book-handling skills

Give your point of view on the passage and justify your opinions

THREE: Talk - pitch

Demonstrate the purpose of your talk

Use an extempore style of delivery

Use a logical structure

Give a clear sense of knowledge and experience in your occupation

Present as if for the specified audience and occasion

Meet the purpose of your talk

Grab attention with your opening and conclusion, leaving your audience wanting to know more about your offer

Demonstrate features and benefits to your specified audience

Develop the pitch to an effective closure

Be professional and enthusiastic

Continued...

FOUR: Social speech

- Examples:
 - » Announcement
 - » Welcome
 - » Introduction to a guest or speaker
 - » Vote of thanks
 - » Presentation of gift
 - » Farewell to a departing colleague

Use an extempore style of delivery

Speak with sincerity and warmth, avoiding clichés

Use a logical structure

Suit content and delivery to the specified audience and occasion

Fulfil the purpose of your talk

Speak with confidence

Use humour where appropriate

FIVE: Talk - impromptu

Relate information to the topic given

Specify the audience and occasion

Use a logical structure

Use an extempore delivery style

Engage with your audience

Develop the talk to a well-supported conclusion

Six: Discussion

Share your own ideas about the topic

Give others the opportunity to talk

Relate your comments to the tasks and texts

Demonstrate depth of knowledge and extend information

Demonstrate use of strategies for responding to difficult or challenging questions

Display open body language, which includes the audience, when responding to questions

Notes:

Diploma in Professional Speaking

Time: 60 minutes per candidate kaitono.

Total Tasks: Six

Written statement: At the time of entry, submit a written statement outlining your current or intended occupation or course of study and the communicative demands of this.

Word limit: 350 words

Audience: A minimum audience of four is mandatory. The candidate *kaitono* is responsible for setting the room and introducing the audience. Interaction between the candidate *kaitono* and the audience will be encouraged.

ONE: Talk - change management

As a leader in your organisation or profession, introduce an area of change within your organisation or profession. This may be presented as:

i. A team talk in which interjections from the group *roopu* will be welcome,

OR

ii. Facilitating a workshop involving the team in the decision process.

Time limit: 10 - 12 minutes

Two: Talk - pitch

Prepare and present a pitch for a service or new development related to your business, organisation or profession. State your intended audience prior to the pitch.

Time limit: 6 - 8 minutes

OR

Report Rīpoata

Write a report $r\bar{r}poata$ on a product launch, innovation, campaign or programme that has taken place in your work mahi context. Speak to this report as at a management meeting. NOTE: Reports $ng\bar{a}$ $r\bar{r}poata$ must be submitted to the National Office, 5 working days prior to the examination $whakam\bar{a}tautau$ \bar{a} -waha.

Word limit: 1500 words Time limit: 8 minutes

THREE: Talk - impromptu

Prepare and deliver an impromptu talk. The examiner *kaiarotake matua* will give the topic in relation to leadership after a brief discussion.

Preparation time: 2 minutes
Time limit: 5 minutes

FOUR: Social speech

Prepare and deliver a social speech. Either:

 To honour a colleague or distinguished person associated with your organisation or profession,

OR

ii. To promote your organisation or profession at an appropriate function.

Time limit: 5 minutes

FIVE: Conflict resolution

Choose an area of conflict which might arise in your current or intended workplace *wāhi mahi* or course of study. Identify the problem to the appropriate person or small group.

Manage the situation using a process that will enable you to work *mahi* towards a solution.

Time limit: 12 minutes

SIX: Discussion

Take part in a discussion with the examiner *kaiarotake matua* and audience which relates to work *mahi* presented and may be taken at any time during the examination *whakamātautau ā-waha*. The discussion could include aspects of:

- Process
- Principles
- Risk Management

Progress Outcomes

Written statement

The Written Statement is not examinable but must be submitted at entry.

This statement should:

- Analyse the scope of the communicative demands of your occupation
- Enumerate strategies or techniques required to ensure effective communication related to your occupational role or profession

Overall:

- Speak audibly, clearly and fluently
- Demonstrate active listening skills
- Be courteous
- Keep to time
- Any visual aids must be integrated into the presentation
- The candidate kaitono must be able to manage any relevant technology

General communication skills

Through all sections candidates *kaitono* are expected to demonstrate a high level of oral communication skills.

- Listen, speak, explain and question at a level that enables others to carry out work or to grasp complex topics
- Demonstrate leadership skills
- Show problem-solving strategies such as creative thinking, diagnosis and analysis, proposing and championing solutions, relevant to your occupation or profession
- Relate, at all times, to the communicative demands of your occupation as set out in the
 written statement, together with any other demands that may reasonably be expected of
 your occupation or profession
- Take appropriate responsibility for audience management within each section of the examination whakamātautau ā-waha

Discussion follows Tasks 1, 2, 3 and 5

- Explain ideas and opinions clearly and logically
- Express your ideas and opinions and support these with reasons or examples
- Listen carefully
- Ask for clarification if required

Continued...

ONE: Talk – change management

Keep to time

Demonstrate the purpose of your talk

Use an extempore style of delivery

Use a logical structure

Use content to extend the knowledge of your audience

Show evidence of some research

Present as if for the specified audience and occasion

Meet the purpose of your talk

Use space effectively in seating of the audience and setting up appropriate visual aids

Demonstrate knowledge of appropriate processes relating to change management

Assessment of this exercise will focus on the processes used in reaching a consensus

Structure your talk/workshop to include:

- » clarifying the change required
- » eliciting opinions from the group
- » developing the talk/workshop to a conclusion that either clarifies how change may happen or sums up ideas and sets up the next stage

Two: Talk - pitch

ORAL PITCH

Use an extempore style of delivery

Give a clear sense of knowledge and experience in your occupation

Present as if for the specified audience and occasion

Meet the purpose of your talk

Demonstrate features and benefits to your specified audience

Be professional and enthusiastic

Fulfil the requirements of the proposition; specifically relate your offer to your intended

audience within a strong supporting structure

Keep to time

Grab attention with your opening, provide convincing support for your arguments and

conclude with a clear and persuasive call to action

Demonstrate confident, authoritative and persuasive delivery

OR

WRITE AND SPEAK TO A REPORT RĪPOATA

Select a process that has taken place in your work mahi context

Write a report *rīpoata* that includes Findings, Recommendations and Conclusions

Present your report ripoata to a management committee

Show understanding of elements of speaking to a written report

Range: needs of the audience and their prior understanding of the topic, selection of key points rephrased in spoken language, structure, choice of references and/or visual aids

THREE: Talk - impromptu

Relate information to the topic given and to your audience

Demonstrate knowledge of that topic

Structure the talk, appropriately reinforcing the main points with examples and develop remarks to a well-supported conclusion

Use an extempore delivery with confidence, fluency and strong audience connection Manage time effectively

FOUR: Conflict resolution

Set the context, the situation, who is involved and your role

Create a constructive environment that encourages a win-win negotiation

Demonstrate creative problem solving

Use interpersonal communication to facilitate the discussion, encourage dialogue and open up possible solutions

State the problem using neutral language, listen actively and encourage everyone in the group *roopu* to participate

Coach the group *roopu* in finding an agreed solution

Manage time effectively

FIVE: Social speech

HONOUR A COLLEAGUE OR DISTINGUISHED PERSON

Specify the audience, occasion and circumstances
Suit the content to your audience and occasion
Focus on the achievements of the recipient
Use anecdotes and humour appropriately
Lead the applause (or propose a toast)

OR Continued...

PROMOTE YOUR ORGANISATION OR PROFESSION

Specify the audience, occasion and function
Relate your information appropriately to any other speakers and to your audience
Use high-impact presentation techniques to convey a positive and credible message
Manage time to your advantage

SIX: Discussion

Demonstrate leadership skills and extensive knowledge of your own topics Demonstrate ability to respond well to complex and challenging questions Structure clear, convincing and credible responses

Notes:

Notes:

Glossary

Active Listening A communication technique where the listener fully focuses on what

the speaker is saying, understanding their message, and responding

thoughtfully.

Anecdote A story that illustrates a point within a speech or talk.

Communicative The demands of communication on the candidate *kaitono* at their current and/or intended workplace *wāhi mahi* and/or course of study

varying in degrees of communication standards, form, content e.g. talking

to a patient, customer, colleague, senior management.

Delivery In general this refers to voice and speaking within a presentation. It may

also be broadened to cover gesture and manner.

Evaluate Judge the value of a topic or opinion against specific criteria.

Extempore All talks are expected to be in this mode: prepared, planned, practised and

delivered in the candidate's kaitono own words in a conversational manner

and with appropriate formality. They are not memorised.

Impromptu Talks While the topic may be familiar or researched, impromptu talks have

little or no preparation time. They should be broadly planned, but are not practised. They are delivered in the candidate's *kaitono* own words and in a

conversational manner.

Interviewing Demonstrating, in a range of formal or informal situations, listening

and questioning techniques as an interviewer; or, as an interviewee, demonstrating listening skills, offering information, clarifying or expanding questions posed by the interviewer. In appropriate situations, such as a job

interview, the interviewee may also ask questions.

Modes of Aristotle identified three artistic modes of persuasion:

Persuasion Ethos: presenting character of the speaker in a favourable light.

Pathos: awakes emotions in the audience to induce them to make the

judgment desired.

Logos: showing probability of what is said by logical argument.

Non-verbal This relates to all aspects of body language including posture, gesture, use

of space, and visual aids.

Performance Performance, in this syllabus *marautanga*, should be interpreted to mean

practical presentation for an audience.

Pitch A planned, organised appeal using persuasive techniques. It may be a

sales talk, persuasive talk to promote the sale of goods or services, or the acceptance of an idea. It requires confident, authoritative, persuasive

delivery.

Presentation

All aspects of a talk, formal or informal, delivered to an audience. A presentation can be given for several reasons eg to entertain, to inspire, to justify, to explain, to inform or to sell. A presentation has its foundation in content and credibility. Presentation is the practice of showing and explaining the content of a topic to an audience or learner. A presentation gives you time to use ethos and logos.

Research

Role-play

The line of investigation followed on a specified topic. The scope of any research will be relevant to the maturity and level of the candidate *kaitono*. Presentation of a real-life situation that allows communication between two or more people.

Social Speeches

These are brief speeches with particular functions within the community. The degree of formality or non-formality, will depend on the specific occasion.

Announcement: To give important information for a specified reason to a specific group *roopu*.

Eulogy/Tribute: To express praise of a person, such as that given as a tribute to a colleague at a dinner or at a funeral service.

Farewell: To honour a specific person, or group *roopu*, who is leaving a specific community for a specific reason.

Introduction: To introduce a speaker, guest, or colleague to a specific audience on a specific occasion or for a specific reason.

Presentation: To honour a specific person with an award or gift on a specific occasion.

Propose a Toast: To pay tribute to the health or success of a specific person which includes the raising of glasses and drinking together.

Vote of thanks: To thank a speaker on behalf of a specific audience on a specific occasion.

Welcome: To greet a visitor or group on a specific occasion on behalf of a specified group.

Style

- Style is a matter of linguistic contrast in contexts: one word set against another, one utterance against another, one author's work set against another, or period against another.
- 2. The speaker's own personal style.

Talk/Speech

The terms 'talk' and 'speech' are interchangeable and should be planned for a specific purpose, for a specific audience on a specific occasion. It should be delivered in an *extempore* mode.

To Entertain: This must engage and hold the audience's attention. It may not necessarily be humorous, but should be designed for audience enjoyment.

To Inform: This should extend the audience's understanding of the chosen topic.

To Market: This should highlight the benefits, features, or appeal of a product or service to generate interest/support.

To Instruct: This should be clearly structured and planned to enable the audience to carry out a specific objective.

To Persuade: This should be clearly structured and planned to persuade the audience to take a specific action or consider a specific way of thinking. Demonstrating a range of telephone skills. This may be achieved through a telephone role-play.

Objects, pictures and charts which aid and enhance the spoken word. The use of these is encouraged throughout the syllabus *marautanga*. Electronic aids (provided and arranged by the candidate *kaitono*) may be used. All visual aids should be clearly visible and created for the benefit of the audience to highlight or clarify key points within a talk.

The use of modulation; pitch, pace, pause, projection, volume and inflection.

Telephoning

Visual aids

Voice

Glossary te reo Māori

Speech New Zealand is on a journey alongside those living in New Zealand *Aotearoa* to revitalise the official language of *te reo Māori*. We have endeavoured to utilise terms as follows and encourage all users of our syllabus *marautanga* to join us in adopting them.

We acknowledge that spelling, pronunciation and translation may differ between different local dialects $m\bar{t}a$ and encourage participants to use their local $m\bar{t}a$ where possible.

(Ngā) Ākonga Student(s)

(Ngā) Aromatawai-ā-waha Assessment(s) of the oral communication and language

literacy skills

HuiMeeting(Ngā) KaiakoTeacher(s)KaiarotakeOral AssessorKaiarotake MatuaExaminer(Ngā) KaitonoCandidate(s)Kia oraHello/Goodbye

Киа еа Merit Kua oti Pass Credit Kua oti pai Kura School Mahi Work Svllabus Marautanga Knowledge Mātauranga Mīta Local dialect Motu Country Naā Used as a plural

Ngā mihiThank youNgā tohuCertificates/badgesPepehaPersonal introduction

Pūkenga Honours/Excellence/Distinction

Rangatahi Young people

(Ngā) Rauemi Material(s)/resource(s)

Ripoata Report Roopu Group

Te Tiriti o Waitangi The founding document of Aotearoa

Tikanga Māori Customary practices and protocols of Māori culture

Tohu Whakawhiwhia Certificate of Attainment

Whakamātautau ā-waha Oral examination

Whānau Family

Speech New Zealand offers the following syllabi marautanga

Oral Communication and Language Literacy Syllabus Aromatawai-ā-waha me te Marautanga Reo
Communicating in Leadership
English Language Learners
Flexi Speaking and Performing
Professional Speaking
Public Speaking and Communication
Speech and Drama
Theatre in Action

Oral Communication and Language Literacy Syllabus Aromatawai-ā-waha me te Marautanga Reo is designed for delivery in schools *kura*, homeschools, recreation and community groups *roopu* supporting the delivery of oral communication training in the English curriculum.

Communicating in Leadership is designed for young leaders *rangatahi*, or can be readily adapted to suit adult situations.

English Language Learners syllabus marautanga allows for the different needs of students $ng\bar{a}$ $\bar{a}konga$ for whom English is not their first language.

Professional Speaking is directed to those in current or intended work *mahi* or course of study wanting to develop speaking skills to a professional level.

Theatre in Action supports the drama curriculum in schools *kura* or performance troups.

The *Public Speaking and Communication, Flexi Speaking and Performing* and *Speech and Drama* syllabi *marautanga* have eight grades. From there, candidates *ngā kaitono* can complete a Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB) in *Public Speaking and Communication* or *Speech and Drama*

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