

SPEECH NEW ZEALAND – TEACHER ALERT:

JULY 2013

‘The times . . . they are a-changing’

EXCITING NEWS!

You requested it: SNZ will deliver it in 2014!

The new 2014 syllabus in Public Speaking and Communication will herald an exciting change in the diploma section. Speech New Zealand will be introducing an **Advanced Associate Diploma** in both the **Public Speaking** and **Speech and Drama** syllabuses.

This means the current Advanced Certificate will be replaced with an Associate Diploma (ASB) and the current Associate Diploma will become an Advanced Associate Diploma (Adv ASB Teaching or Adv ASB Performance).

From January 2014 students who hold a current ASB will be able to apply to have their ASB replaced with an Advanced ASB.

For those candidates who have completed only one or two modules of an Advanced Certificate at the end of 2013: completion of the required modules in 2014 or beyond will automatically earn them an Associate Diploma – ASB.

For those candidates who have partially completed an Associate Diploma in either Performance or Teaching at the end of 2013: completion of the required modules and/or credits in 2014 or beyond will automatically earn them an Advanced Associate Diploma – Adv ASB.

Full details of the new syllabus will be unveiled at the SCA Professional Development Seminar in Auckland on Saturday 12 October. Make sure you join us at King’s School to receive detailed explanation and handouts in order to start planning for the New Year. Be sure to register with the SCA Administrator before 30 September.

With the new Public Speaking syllabus look out for other new innovations within our syllabus to meet the needs of your students.

From 14th October full details will be on our website www.speechnz.co.nz .

Keeping our syllabus appropriate for your students:

Do you have students who you may be considering for Certificate of Attainment because they struggle with just one aspect of the syllabus? Perhaps they have dyslexia. It may be that a **syllabus variation** is the best option.

This task variation has also, on occasions and for very specific reasons, been applied to an aspect of the Leadership examination, or an aspect of theory in Grade examinations.

Task variations (Extract from Speech NZ Syllabus variations policy 2012)

A task variation may be requested *for one section only* of the requirements for a particular grade. Candidates are eligible for a standard certificate in that grade. Such students may include a candidate needing to alter an OCESOL activity to suit their work situation, OR a candidate who is visually impaired and not applying for a Certificate of Attainment.

Approval for a task variation will apply only to the specified examination date and the particular candidate(s) for whom it is granted.

Conditions for obtaining a task variation are:

1. The request and the reasons for it must be received by National Office at least **two weeks** before entries are due.
2. The request must be accompanied by a task variation fee of \$25.
3. The request must be accompanied by detailed performance objectives relating to the item varied. This information will be used by the examiner to assess the candidate's performance in the examination.

While every effort will be made to accommodate appropriately supported requests for a task variation, requests will be automatically declined unless all three of the above conditions are met.

In theory:

When needed, there is a policy to cover a reader/writer for theory examinations. Please contact National Office for full details – at the time of entry.

Please refer your students working on assignments to two useful articles under Teaching Resources, Theory, on our website: 'Presentation of a written research assignment' and 'Referencing'.

Please remind senior students working on theory assignments that they must reference all quotations as plagiarism is not acceptable and will result in a non-achieved paper.

Communication in Leadership:

Please read this syllabus carefully when working with your students so the learning outcomes are fully developed.

With more and more teachers and students finding great value in these exams Speech New Zealand has put out a booklet with very specific extended information for both levels

This is available from National Office for \$25 including postage.

The information is also included in StudentSpeak. If you have an older copy of StudentSpeak which does not include information on Leadership, please also contact National Office.

Remember Speech NZ always welcomes your queries:

No matter how 'trivial' they may seem to you at the time SNZ is aware that some teachers work in relative isolation and others may be entering students for the first time, or perhaps working on a syllabus that is new to them. We are happy to support teachers by responding to questions. Sometimes these queries alert SNZ to areas that may not be fully clear in a syllabus, thus relative information can be passed on for syllabus development or to examiners or website resources can be developed to support aspects of the syllabus.

Please always address queries through National Office and not to specific examiners or Board members. The office can then not only keep track of queries but also direct the question to the best person to respond.

Teaching tips:

As a little taster do check out SOLO taxonomy. This is a system that you can use to help your students learn, and that they can use as well in developing and monitoring their own progress.

Gabrielle Thurston is writing an article on it for our forthcoming ClipBoard. In the meantime, you might explore www.learningspy.co.uk where David Didau describes SOLO (Structure of Learning Outcomes) as - a model of learning that helps develop a common understanding and language of learning that helps teachers (and students) understand the learning process.

This system of structured learning helps students move through five learning levels that grow in complexity from surface to deep understanding.

Prestructural: - the student knows nothing.

Unistructural: - they know one fact – but this does not necessarily relate to any other.

Multistructural: - the student has knowledge of several aspects.

Relational: - the student is able to link and integrate, think critically and show sound understanding.

Extended Abstract: the student is thinking beyond the subject and makes links to other concepts.

A quick tour through the website and many exciting possibilities come to mind for working with all the valuable skills we tackle as teachers of speech and drama and public speaking. What is more SOLO will work just as readily with one or two students as it will in a large group.



Some further references for teaching:

'Finding Your Voice' by Barbara Houseman.

A link to National Theatre, London where the Head of Voice, Jeanette Wilson, is taking actors through a voice warm-up:

http://www.youtube.com/watch?v=7_MvIGKwLh0&list=PLrsbg5AKCUGyxldQQLHvITOT3qdlKYFFM

I trust you have had a relaxing break and are now ready to enjoy the challenges of Term 3.

Pam