

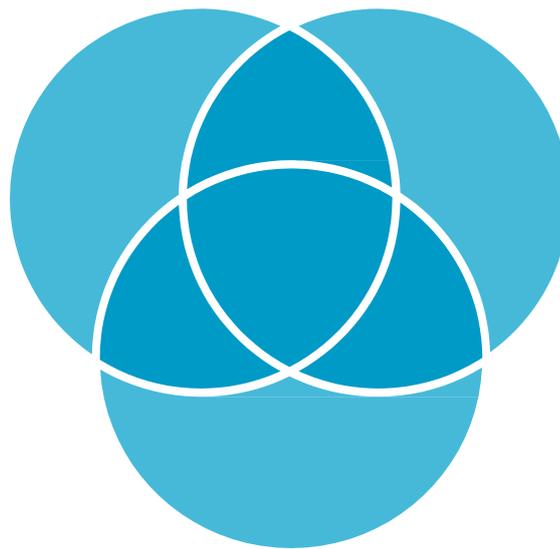
TPDL Information Sheet

TPDL is a Ministry of Education teacher professional learning and development contract delivered by UniServices.

Teacher Professional Development Languages (TPDL) is a programme that provides professional development and accreditation for languages teachers throughout New Zealand in order to improve their pedagogy and language fluency in ways that impact positively on student achievement.

The TPDL programme caters for experienced and new language teachers, for teachers who have a high level of knowledge of a language and for teachers who are just beginning to learn and teach a language.

The programme comprises **three interrelated components of professional development**: language content, second language acquisition (SLA) pedagogy and in-school support.



In-School Support

Teachers are observed teaching the language four times. During these **visits once a term**, evidence is collected and discussed after the observation in learning conversations focused on maximising student learning outcomes. Goals are set for each visit.

Language Study

TPDL caters for **Chinese, French, German, Japanese, Spanish, Cook Islands Māori, Samoan, Tongan, Niuean and Tokelauan**. Teachers complete an approved language course through a local or an extra-mural provider. Teachers are encouraged and supported to continue with their language study the whole year and to work towards an internationally recognised qualification in their target language where these are available - such as **DELTA, SD, ZD, DELE, HSK, JLPT**. Teachers with high level qualification or fluency are encouraged to learn a new language.

TPDL staff assist teachers to select the most appropriate language course for them. Teachers enrol in the course themselves; their school pays the fees and invoices UniServices for reimbursement at the end of the programme.

Pedagogy

The pedagogy component consists of 8 days (four lots of two days) delivered in regions according to location of the teachers accepted on the programme. Language-specific workshops in the first two days exemplify 'principles of effective SLA'. Six days (for the 15 point University of Auckland 300 level course) focus on deepening understanding of Second Language Acquisition (SLA) theory, research and practice. The course includes an emphasis on the Ellis principles (Ellis, 2005), on task-supported language learning, on intercultural language learning and on planning and assessing lessons for diverse learners and inquiry learning.

When instructed to do so by TPDL staff in Term 1 of the year, teachers complete the 'application for admission' to the University of Auckland, enrol in the pedagogy course and ensure that the fees are paid by their school. The school invoices UniServices for reimbursement of fees at the end of the programme.

An integrated approach

The three components – In-School Support, Language Study and Pedagogy - are interrelated and reinforce each other.

As part of the pedagogy course, teachers plan a lesson, critically reflect on and evaluate this lesson, using evidence of the impact on student learning to support their conclusions. The principles of effective instructed SLA (Ellis, 2005) are examined with a focus on ways to increase meaningful engagement with and use of the language in the classroom context. Teachers practise interactive and task-based learning strategies that encourage learners to use the target language to communicate meaning.

As part of the In-School Support component, data are collected from lesson observations and discussed with teachers in light of SLA research and teachers' learning from the Language Study and Pedagogy components.

A website www.tpd.ac.nz allows sharing information, ideas and resources.

Frequently asked questions

What costs are covered or reimbursed?

- Fees for the pedagogy course, language course(s), language examination(s) are reimbursed in Term 4.
- 2 TRDs are paid directly to the school by UniServices; schools contribute one TRD. Only 3 of the 8 days are school days; 5 days are in teachers' own time – 2 days in July holidays & 3 Saturdays.
- A further TRD is provided if the teacher sits a language examination that takes place on a school day.

Is there travel assistance?

- Travel assistance is provided for teachers who live far from where the pedagogy days are held
- Travel assistance is also provided for teachers who travel to another centre for a language examination

What does the school have to do?

- The school provides 90 minutes class release for discussion following each of four observed lessons
- The school provides one Teacher Release Day
- The school pays for and keeps receipts of course costs (to be reimbursed by UniServices in Term 4).

What does the teacher have to do?

- The teacher must be teaching a language to at least one class all year
- The teacher accepts responsibility to enrol in the University of Auckland pedagogy course and ensure that fees are paid (by the school) by the due date
- The teacher must attend all eight days of the pedagogy component (two Fri-Sat blocks in Terms 1, 2 & 3 and two adjacent days in the July holidays). Specific dates and further details will be provided on enquiry.
- The teacher enrolls in and attends a language acquisition course. This requirement will vary according to individual needs and is agreed upon after consultation with the TPDL Project Director or National Coordinator.

What does TPDL mean in terms of time commitment?

- For the In-School Support component, there is one lesson observation per term with a 90 minute discussion immediately following the observation.
- For the Pedagogy component, there are 8 face-to-face days (3 school days and 5 in teachers' own time). Teachers are expected to read a number of selected readings which relate to the taught content of this course. Assessments are an in-class test which assesses understanding of the Ellis principles, reading logs which require teachers to reflect critically on selected readings, and a Learning Inquiry task. The latter is the major assessment component and requires teachers to teach and critically evaluate a lesson using evidence to support conclusions; it is presented orally and written up and handed in as a report.
- The Language Study varies according to teacher needs; the time involved depends on what course is appropriate for each teacher. A course is agreed upon on an individual basis with the TPDL Coordinator at the start of the year. A common example for teachers in a main city is weekly evening classes of 2 hour duration for 30 weeks. Teachers with high language proficiency may do less. For teachers not in a main city, a distance language course is a common option.
- Two 2 hour language examination practice meetings are offered late Term 3/early Term 4.

Evidence of increased teacher effectiveness

To date over 400 teachers from the Far North to Southland have completed TPDL while teaching full-time. Some have gone further with their professional learning and development in teaching languages, gaining Ministry of Education Language Immersion Awards, higher international qualifications in language proficiency, Postgraduate Diploma in Language Teaching and Master of Professional Studies.

Over 200 internationally recognised language qualifications have been gained by TPDL participants.

Students have benefited in terms of improved learning outcomes. Evidence gathered each year since 2005 shows significant increase in student use of the target language and in students' ability to interact meaningfully in the target language, improved student motivation, social and performance outcomes as well as improved teacher TL fluency and knowledge.

Further information and application forms

Contact TPDL Administration, Neena Raniga tpdl@auckland.ac.nz You can also check our website www.tpdl.ac.nz Applications should be received by 30 November.