

# Introduction to Teaching Listening Strategies

## Development of the Code of Rights

The purpose of this resource is to introduce teaching listening strategies using the Code of Rights.



**HCDC** HEALTH & DISABILITY COMMISSIONER  
TE TOIHAU HAUKOIA, HAUTĀNGA

## Your Rights when receiving a Health or Disability Service

- Respect**  
You should be treated with respect. This includes respect for your culture, values and beliefs, as well as your right to personal privacy.
- Fair Treatment**  
No one should discriminate against you, pressure you into something you do not want or take advantage of you in any way.
- Dignity and Independence**  
Services should support you to live a dignified, independent life.
- Proper Standards**  
You have the right to be treated with care and skill, and to receive services that reflect your needs. All those involved in your care should work together for you.
- Communication**  
You have the right to be listened to, understood and receive information in whatever way you need. When it is necessary and practicable, an interpreter should be available.
- Information**  
You have the right to have your condition explained and to be told what your choices are. This includes how long you may have to wait, an estimate of any costs, and likely benefits and side effects. You can ask any questions to help you to be fully informed.
- It's Your Decision**  
It is up to you to decide. You can say no or change your mind at any time.
- Support**  
You have the right to have someone with you to give you support in most circumstances.
- Teaching and Research**  
All these rights also apply when taking part in teaching and research.
- Complaints**  
It is OK to complain – your complaints help improve service. It must be easy for you to make a complaint, and it should not have an adverse effect on the way you are treated.

**If you need help, ask the person or organisation providing the service.**  
**You can contact the local advocacy service on 0800 555 050 or the Health and Disability Commissioner on 0800 11 22 33 (TTY).**



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## Your Rights when receiving a Health or Disability Service

- Respect**  
To be treated with respect.
- Fair Treatment**  
To be treated fairly without pressure.
- Dignity and Independence**  
To respect your dignity and independence.
- Proper Standards**  
Service delivered with care and skill.
- Effective Communication**  
To have full access to communication.
- Information**  
To have full information and questions answered.
- It's your decision**  
You can say no or change your mind at any time.
- Support**  
Family/whānau or friend to help you and support you.
- During Teaching and Research**  
All 10 rights apply.
- Complaints taken Seriously**  
It's OK to complain. You can have help from a health and disability advocate.

EMAIL: [advocacy@hdc.org.nz](mailto:advocacy@hdc.org.nz) FREE FAX: 0800 2787 7478. FREEDPHONE: 0800 555 050. [www.hdc.org.nz](http://www.hdc.org.nz)



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TE TOIHAU HAUKOIA, HAUTĀNGA

## Ōu Tika mo to whiwhinga ratonga Haoura, Hautāngara rānei.

- Mana**  
E tika ana kia tikina tōu ake mana tangata, ahaiaa ko wai koe, no hea koe.
- Manaakitanga**  
Kuaa tetahi e whakarara i a koe mo tōu whakaaio, whakaaio rānei i a koe ki te mahi koe e pai ki a koe.
- Tū Rangatira Motuhake**  
Mā ngā ratonga e tūrangatira motuhake ai koe.
- Tautikanga**  
Ko te tikanga kia matatau ngā pūnanga maraaki, tātari i a koe, ko mahi tahi te katoa he panga mōu.
- Whakawhitihitinga Whakaaro**  
Mā te whakarongo ka mārama, mā te tuku mōhioanga whānui ka tau pai tōu whakawhitihinga ki te hōhonga ki te whakamāramatanga ki tetahi atu rōo o tōu rānei.
- Whakamohio**  
E tika ana kia whakamāramatanga ngā āhuatanga katoa o tōu mōhioanga me ngā kōwhiri ngā mōu, tae atu ki te wā tātari, te uhu, ngā kaitiaki ngā panga me ngā pōrarururu. Ua ngā pūtai kia mohio ai koe.
- Whakaritenga Mōu Ake**  
Kai a koe tōu ake tikanga, te whakaaio, te whakakōhore rānei.
- Tautoko**  
I te nuinga o te wā e tika ana kia whai kaitiaki koe.
- Ako Me Te Rangahau**  
E hāngai ana te katoa o tōu tikanga ki ngā mahi ako me te rangahau.
- Amuamu**  
E pai rānei atu te amuamu. Mā te amuamu ka pai ake ngā ratonga. Mā mānā te huarahi tuku amuamu ka kuaa koe e tūnōtia mo te tuku amuamu.

Kōia tōu te whakapōpōtanga o te "Tūe Tika Ōu Tika" rānei i te mana o te Toihau Haukōia, Hautāngara. E whai mana ana tōu tikanga i ngā ratonga Haoura, Hautāngara katoa, ahaiaa ufa, ākore ufa. Kei ngā kaimahi a rōnei o te ratonga Haoura, Hautāngara te Tūe Tika Ōu Tika. Hei whakamāramatanga i a koe pūnanga ngā kōwhiri Haoura, Hautāngara. E tika ngā kaitiaki ngā rōnei ki te whakaaio, whakapōpō atu rānei ki te Toihau Haukōia, Hautāngara i te rāma wāwā. Auckland (09) 373 1060, Wellington (04) 494 7900, other areas 0800 11 22 33 (TTY)



# Overview

## Teaching listening strategies

This teaching and learning sequence on teaching listening strategies includes:

- ❑ a sequence for listening effectively
- ❑ listening strategies and their purpose
- ❑ example activities for each strategy.



# A sequence for effective listening

Effective listening is a skill that can be taught. If you are deliberate with a sequence of listening activities you will find the learners' listening will be more effective. The sequence of listening requires listeners to:

- ❑ have a reason for listening to the content
- ❑ understand the content generally
- ❑ understand key information and
- ❑ relate to it meaningfully.



# Listening strategies and their purpose

You need to become familiar with teaching listening strategies and their purpose. The strategies include:

**1. Activate prior knowledge and predict the content**

- learners need a reason for listening, you need to activate learners' prior knowledge to engage with the content

**2. Listen for gist**

- learners need to gain an overall understanding, you can plan a 'listening for gist' activity

**3. Listen for key information**

- learners need to listen for key information, you can plan a 'listening for key information' activity

**4. Identify key points**

- identifying the key points helps to check for understanding, you can plan an 'identifying key points' activity

**5. Make a connection to own experience**

- relating the topic to the learners' life experience helps to make a meaningful connection with the content; you need to provide a relevant activity.



# Strategies and activities

## Development of the Code of Rights

*Watch Anna talking about the development of the Code of Rights and select activities most appropriate for each strategy.*

