

School logo and name

Note: A school policy is the means by which a school indicates an intention to act in certain ways. Such policy and beliefs are based on the beliefs and values that are important to the community of the school. By agreeing on a policy and documenting it, a school indicates a willingness to identify certain needs and allocate certain resources to ensure that those needs are met.

(From: Ministry of Education (1999) *Non-English Speaking Background Students A Handbook for Schools* Learning media: Wellington, New Zealand P28)

Procedure for the support of English language learners (ELLs)

At _____ School we value the many different cultures, languages, and identities that make up our school community. We acknowledge the opportunity diversity creates for us to explore and develop key areas of The New Zealand Curriculum. In particular; to embed the Values of diversity, equity, community and participation, integrity and respect in all that we do; to use the Principles to guide all decisions we make, being mindful especially of the areas of cultural diversity, inclusion, community engagement and future focus. We believe it is important to foster the strengths of cultural and linguistic diversity in an increasingly global context. We believe our ELLs should be given the knowledge and skills to participate in an age appropriate classroom where they have access to high quality teaching and curriculum and through the use of strategies designed to accelerate their progress.

The purpose of this procedure document is to ensure that English language learners:

- are eligible to attend school in New Zealand
- are welcomed into the school
- receive full information about the school
- are placed in appropriate classes
- have teachers who are prepared in advance to receive them
- have their culture, language and identity affirmed, and their learning needs identified
- benefit from MoE ESOL funding or international fees (where eligible)
- have their culture, language and identity affirmed, and their learning needs identified
- receive 'explicit and extensive teaching of English vocabulary, word forms, sentence and text structures and languages uses.' (NZC p.18)

Rationale

The school will meet the requirements of the Principles of the *New Zealand Curriculum*, especially Cultural Diversity, Inclusion and Community Engagement (p.9)

The school will place equal importance on students' home language and cultural backgrounds so that they have a safe and supportive environment in which to learn and are able to participate fully in classroom learning.

To provide opportunities to learn English in an environment that acknowledges and cares about their culture and heritage and that fosters development of skills in academic and social communication.

The presence of multicultural and multilingual students with their wealth of experiences is a positive asset and provides opportunities for appreciating values, expectations and cultural dimensions which can be included in all curriculum areas.

The school will meet the requirements of the National Administrative Guidelines – with particular reference to the nags such as:

NAG 1(c)(ii) 'on the basis of good quality information, identify students and groups of students who are at risk of not achieving'

NAG 1(d) 'develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum'

NAG 2A(c) 'report to the Board on the progress and achievement of ELLs in relation to National Standards' NAG 5(a) 'provide a safe physical and emotional environment for students'.

Outcomes

Bilingual and multilingual students:

- are secure using their home languages in any school situation
- can participate fully in classroom and school wide activities (including academic, cultural and sporting events)
- ESOL programmes ensure acceleration of learning, so ELLs can participate in cognitively appropriate academic learning in classrooms
- Progress and achievement of ELLs is closely monitored, moderated, and utilised for future planning/teaching/learning

Guidelines – Evidence in the school/classroom/ESOL classroom

- Additional language learning is promoted within classroom environments.
- Teachers identify and state key vocabulary and language structures to scaffold the teaching of all students, including new learners of English.
- Students from diverse language backgrounds have many and varied opportunities to use their new language (English) and link to their prior knowledge in small groups and in meaningful situations according to their needs, within the resources of the school.
- The wide variety of cultures is reflected within the school's physical environment where possible (bilingual labelling of displays, art displays from different cultures, children's own publications, resources...)
- The school provides interpreters for parents (and children) especially at critical times such as enrolment, parent interviews as required.

- Additional support is provided for students who are English language learners based on the Ministry of Education guidelines and criteria for funding.
- Ongoing staff development is addressed in scheduled staff meetings and through training for all key personnel. The ESOL leader and ESOL teachers attend relevant professional development and professional learning groups to ensure knowledge and school practice is current.
- The progress and achievement of ELLs is tracked and monitored to ensure suitable expectations and pathways of progress are being met and reported to the BOT (regardless of funding status)
- Reporting to parents about student progress and achievement using the English Language Learning Progressions

Procedures

Aspects that might be covered include:

- enrolment and orientation to the school

Do you need to write anything specific to students who have refugee status? Students whose parents have work permits? Non-resident fee-paying students?

- placement decisions
- assessment (initial and on-going)
- provisions for ESOL support programmes or bilingual teaching support
- professional development of teachers and other staff
- processes and systems for communication between staff
- materials and resources
- reporting to and communicating with parents
- record keeping

Enrolment

When parents/caregivers approach the school to enrol a student, the secretary/principal/executive officer will:

- Record the languages spoken at home and ethnicity on the enrolment form
- Provide the family a school enrolment pack including
- Notify the DP/ESOL Leader of the enrolment so that a second tier process of welcome and assessment can be put in place

During an enrolment conversation the principal/secretary will:

- photocopy the information page and entry permit in the child's passport and verify the child's immigration status
- for students from refugee backgrounds – copy their AUT documentation
- if child has come from another NZ school, check all relevant information is recorded including a request for ELLP assessment form

- check that all relevant information is completed on school SMS
- advise family of the child's placement and name of the teacher and arrange a tour of the school with the ESOL teacher, meet the teacher and class
- provide the family a date and time to start
- ensure the teacher has adequate preparation for the new student

The SMS will alert the school ___ months before the expiry of work permits to allow time for reapplying

Encourage the family to bring their own interpreter if necessary or arrange for an interpreter to be present at enrolment.

A second stage of enrolment will involve the ESOL Leader interviewing the family using the **ESOL supplementary enrolment form**. At this stage it might be appropriate for an initial assessment of the child's English take place. Copy the information for the class teacher. In consultation with the classroom teacher _____ will make an application for ESOL funding from MOE.

Organise any appropriate resources or support required...e.g. school uniform, allocation of buddies, ESOL teacher support support, welcome box, information about the child's culture and language ...)

Orientation Process

On the first day .. the child and family will ..

Explanations are provided about: school absence, break times, school expectations...

Take a tour of the school .. with a same language buddy, providing a map and visuals of key people and places

Assessment & Monitoring/Tracking

ELLs progress will be monitored and recorded using the *English Language Learning Progressions* and supported with a range of other classroom based assessment tools. Every 6 months, the classroom teacher will complete relevant school assessments in order to:

- update records of achievement and record a 'best fit' using ELLP

The same assessments will be repeated and analysed in a consistent manner to provide a picture of patterns and trends over time.

Specific ESOL assessment will be completed by _____ and may include:

- Record of Oral Language (or an ESOL adapted version)
- Record of spoken vocabulary
- Sequence task including a process of recording exactly what the child says
- Dictated writing sample (a simple text at the child's reading level or from the Observation Survey)
- If necessary, children will be checked on high frequency word knowledge and phonemic knowledge

Ongoing analysis of needs may include additional classroom assessments as relevant; using normed tools (Observation Survey, asTTle Reading, asTTle Writing, STAR, Reading PAT, Listening PAT) and ongoing formative observations/assessments (Running Records, Writing Samples..)

ELLs may be included in in-class focus priority learner groups (if necessary) and a teaching 'pathway of progress' will be identified.

The school ELL leader will collate teachers' funding applications for the MoE.

Classroom Programmes

Our teaching and learning programmes will reflect _____ School's beliefs about quality teaching and the expectations outlined in The NZ Curriculum: Effective Pedagogy page 34.

Through fun and challenging teaching and learning opportunities (in classrooms and/or in ESOL rooms) students will be able to:

- Draw on the concepts and prior knowledge held in their first (or other) language
- Utilise their first language in order to acquire English
- Understand key English vocabulary and language structures underpinning key learning areas and topics across the curriculum
- Develop social and academic oral competency
- Develop proficiency in written English to show their understanding across all learning areas of the curriculum
- Become familiar with the language and customs of New Zealand, and the diverse ethnic groups that make up our school
- Access the New Zealand Curriculum at a cognitively age appropriate level, and to achieve success alongside native speakers
- Contribute to class and school programmes through the use and expression of their own culture and language

Long Term Planning for ELLs will be done on a term by term basis, in conjunction with overall Team and School Long Term plans.

Classroom programmes will be modified to cater for the language needs of the learner as necessary and Incorporate a variety of teaching approaches; shared, guided, modeled, reciprocal, buddy, one to one, small group, conferencing approaches.

A welcome box will be placed into classrooms for students at the Foundation Stage of learning English.

Classroom teachers provide differentiated instruction for ELLs to support their acquisition and understanding of key English vocab, language structures and proficiency in utilising the seven functions of language (describing, recounting, responding, instructing, explaining, persuading and negotiating – SELLIPs pg. 2)

ELLs receive explicit instruction to understand the key English vocab, grammar and language structures, in order to develop proficiency in the use of English by embedding it within the contexts of programmes (rather than by teaching it in isolation).

Key vocabulary, grammar, language structures and functions of language will be considered in all School Wide Inquiry/Topic Plans and recorded on these. Teachers will provide ESOL Teacher with information and language focus for each term's inquiry.

ESOL Programmes

Emphasis should be given to creating links to and building on the existing experiences, concepts, knowledge and skills of ELLs (in the first or other language/s) in order to accelerate their proficiency in English to access the New Zealand Curriculum.

An appropriate ESOL support programme will be developed by the ESOL co-ordinator in consultation with classroom teachers. An allocation of time for planning will be made. Schoolwide and team Planning will be provided to the ESOL Teacher in advance.

Specific ESOL support (by the ESOL Teacher in withdrawal programmes) will be assigned on the basis of the stage a student is working at on the English Language Learning Progressions – Priority is given to Foundation and Stage 1 students who need explicit teaching in order to understand some of the curriculum of classroom programmes.

ESOL Support (administered in mainstream classrooms by the ESOL Teacher) is determined by how much additional assistance students need in order to acquire confidence understanding and using the academic language of the class programme.

The ESOL Teacher provides explicit instruction in small withdrawal groups of children with similar needs as developed with the School ESOL Leader.

The ESOL Teacher provides mainstream classroom support based on identified needs.

The ESOL teacher will utilise a range of approaches to oral language, reading, writing, vocabulary, grammar as well as building thinking and metacognitive processes. Guidance available from <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies>

RESOURCES

Key Professional Readings/Resources:

- The English Language Learning Progressions - A resource for mainstream and ESOL teachers (Folder)
- English Language Intensive Programme Primary Resource (ESOL Folder)

- Effective Literacy Practice Years 1-4
- Effective Literacy Practice Years 5-8
- Learning through Talk – Oral Language in Years 1-3
- Learning through Talk – Oral Language in Years 4-8
- Literacy Learning Progressions
- Ready to Read Teacher Support Material (Folder)
- Literacy Online Teacher Support Materials (TSM) - <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series>
- Exploring Language – Visual Language (MOE Video)
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This procedure is approved by the _____ School Board of Trustees

Signed: _____
Board of Trustees Chairperson,

Date: _____