

COURSE PLANNING TEMPLATE

Course rationale: *Write the course title*

Write a paragraph describing the learners, their learning needs and how the course will meet those learning needs. For example:

This course has been developed to assist ELLS achieve university entrance literacy standards at NCEA level 2 and who need to improve academic English language skills in order to achieve in other learning areas. Target students are in years 12/13 and are permanent residents or international fee-paying students. The students are working at ELLP stage 3 and at the end of the course will have achieved University Entrance literacy standards. Students who need longer will be assessed using NCEA English level one standards and will move into a modified level 2 course the following year.

Topics have been chosen to prepare students for the academic language demands of mainstream subjects.

NB The course outline is divided into two parts. The first part includes ongoing programmes through the year, such as extensive reading, vocabulary building etc. The second part includes the topics and content that will be developed into units and covered during the course.

ONGOING PROGRAMMES

COURSE: Write the title of the course (1.1)				
Duration: State how long the course will be (1.4b)			ELLP/ ELIP level: Link the level to ELLP/ELIP stages	
Ongoing programmes: Think about the programmes that are ongoing through the year				
Achievement or learning objectives: Check the English AOs in the NZC and if appropriate, choose those that reflect the general aims of the ongoing programmes. Check the AOs for the learning area unit is based on. If the course is for foundation/stage one level students, choose appropriate learning objectives from ELIP.				
Principles: Decide on principles that will be prioritised in each of the ongoing programmes (1.4).				
<input type="checkbox"/> High expectations <input type="checkbox"/> Learning to learn <input type="checkbox"/> Treaty of Waitangi <input type="checkbox"/> Community engagement <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Coherence <input type="checkbox"/> Inclusion <input type="checkbox"/> Future focus				
Values: Choose values that will be encouraged, modeled and explored in the ongoing programmes (1.4).				
<input type="checkbox"/> Excellence – aiming high, persevering <input type="checkbox"/> Innovation, enquiry and curiosity <input type="checkbox"/> Diversity – culture, language, heritage <input type="checkbox"/> Equity – fairness and social justice <input type="checkbox"/> Community and participation for the common good <input type="checkbox"/> Ecological sustainability – including care for the environment <input type="checkbox"/> Integrity – accountability, honesty, acting ethically <input type="checkbox"/> Respect – for themselves and others				
Key Competencies	Programmes	Content and language learning outcomes	Differentiation	Assessment
Choose key competencies that learners will have the opportunity to develop in the ongoing programmes (1.4). Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage. Relating to others – listen actively, recognise different points of view, negotiate, share ideas.	List ongoing programmes that will be covered in the course during the year e.g. extensive reading, vocabulary building, journal writing and strategies/ approaches used for student reflection (1.4a).	Write clear learning and language outcomes for each ongoing programme (1.3). e.g. Students will:	Show how on-going programmes will be differentiated to meet a range of learning needs (1.4a). Include ways that additional support will be given to students who need it and ways that students can be extended.	Informal assessment List ways informal assessment will take place (3.1). Formative assessment List ways formative assessment will take place (3.1). Summative assessment List any assessments for ongoing programmes (3.1).

<p>Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>				
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<p>Teacher resources: <i>List teacher resources that will be used for ongoing programmes listed above (6.2b).</i></p>	<p>Student resources: <i>List resources that students can access for ongoing programmes listed above (6.2b).</i></p>
<p>Print: <i>Include links to relevant ELIP sections and other teacher resources.</i></p>	<p>Print <i>Include resources that link to ongoing programmes for students.</i></p>
<p>Electronic <i>List website URLs, DVDs & CD ROMS that link to ongoing programmes.</i></p>	<p>Electronic: <i>List website URLs, DVDs & CD ROMS for student use.</i></p>

COURSE: Write the title of the course (1.1)		ELLP/ ELIP level: Link the level to ELLP/ELIP stages		
Duration: e.g. Term one				
Achievement or learning objectives: Check the English AOs in the NZC and if appropriate, choose those that reflect the general aims of the ongoing programmes. Check the AOs for the learning area unit is based on. If the course is for foundation/stage one level students, choose appropriate learning objectives from ELIP.				
Principles: Decide on principles that will be prioritised in each of the units (1.4).				
<input type="checkbox"/> High expectations <input type="checkbox"/> High Expectations <input type="checkbox"/> Treaty of Waitangi <input type="checkbox"/> Community engagement <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Coherence <input type="checkbox"/> Inclusion <input type="checkbox"/> Future focus				
Values: Choose values that will be encouraged, modeled and explored in the units (1.4).				
<input type="checkbox"/> Excellence – aiming high, persevering <input type="checkbox"/> Innovation, enquiry and curiosity <input type="checkbox"/> Diversity – culture, language, heritage <input type="checkbox"/> Equity – fairness and social justice <input type="checkbox"/> Community and participation for the common good <input type="checkbox"/> Ecological sustainability -care for the environment <input type="checkbox"/> Integrity – accountability, honesty, acting ethically <input type="checkbox"/> Respect – for themselves and others				
Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p>Choose key competencies that learners will have the opportunity to develop in each unit in the course (1.4).</p> <p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Participating and contributing – balancing rights, roles and responsibilities, and</p>	<p>For each course unit decide on the theme/topic and choose language features that link to topic and learner needs (1.4).</p> <p>(Check ELIP for relevant language features).</p>	<p>Write clear learning and language outcomes for each unit (1.3).</p> <p>e.g. Students will:</p>	<p>Show how units of work, learning activities and assessments will be differentiated to meet a range of learning needs (1.4a). Include ways that additional support will be given to students who need it and ways that students can be extended.</p>	<p>Informal assessment List ways informal assessment will take place (3.1).</p> <p>Formative assessment List ways formative assessment will take place (3.1).</p> <p>Summative assessment List assessments for each unit (3.1).</p>

<p>responding appropriately as a group member.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>				
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<p>Teacher resources: <i>List teacher resources that will be used for ongoing programmes listed above (6.2b).</i></p>	<p>Student resources: <i>List resources that students can access for ongoing programmes listed above (6.2b).</i></p>
<p>Print <i>Include links to relevant ELIP sections and other MoE publications that will be used.</i></p>	<p>Print <i>Include resources that link to ongoing programmes for students.</i></p>
<p>Electronic <i>List website URLs, DVDs & CD ROMS that link to topics.</i></p>	<p>Electronic <i>List website URLs, DVDs & CD ROMS for student use.</i></p>
<p>Visits from subject specialists <i>Include visits from subject specialists to ESOL classes as well as opportunities for learners to visit other classes.</i></p>	<p>EOTC <i>Include experiences outside the classroom that will enhance learning experiences in the topics chosen.</i></p>

Final evaluation of course (7.1)	Suggested changes

Collate comments from student evaluations, teacher evaluations & reflections and evidence of student progress to answer the following questions:

What impact did my teaching have on student learning?

What evidence do I have?

Based on the evidence, decide what you would plan to do differently next time and give reasons.