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National Newsletter: English Language Learners

Information and resources for leaders and teachers of multi-lingual English language learners in secondary schools | Term 1 2015

Tēnā koutou i ngā āhuatanga katoa o te tau hou nei.

Ko te tumanako e miria tonuhia ana koutou e ngā ringa o Hineraumati e ora ai te wairua, te tinana me te hinengaro.

Tēnā tātou.

Greetings to the new year. May the arms of Hineraumati (goddess of the summer) still massage you all, sustaining your spirit, body and mind.

In each newsletter a page of key messages for teachers and leaders of English language learners (ELLs) is included. The key messages in this newsletter are for any classroom teachers who have ELLs arriving in their classes. In this newsletter there is also information about workshops and ESOL funding from the Ministry of Education.

There will be two workshop series:

- Terms 1 & 2: Teaching diverse groups of ELLs (see page 2)
- Term 3: Supporting ELLs' learning and well-being – for Deans (information in Term 2 newsletter).

In the right hand sidebar you will see the regional and national professional learning and development (PLD) contacts, as well as links to important resources and events. Links to the key messages that have been created by the facilitators in previous newsletters are given below.

- [Key messages to support English language learners \(PDF 262KB\)](#)
- [Key messages to help identify ELLs at enrolment \(PDF 249KB\)](#)
- [Key messages about vocabulary for ELLs \(PDF 568KB\)](#)
- [Key principles underpinning course planning for ELLs \(PDF 427KB\)](#)
- [Key messages: English Language Learners and Special Education Needs \(PDF 267KB\)](#)
- [Leaders and Specialist Teachers of ELLs Position Description with RTC and Specific Indicators \(Word 135KB\)](#)
- [Key messages to support refugee background ELLs \(PDF 386KB\)](#)
- [Key messages about middle leaders supporting multi-lingual language learners \(PDF, 80kb\)](#)

PLD Facilitators: National contact details

National Co-ordinator

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Workshops

Terms 1 & 2: Teaching diverse groups of ELLs

A whole day workshop will be held in Term 1 with a follow-up half-day workshop in Term 2. Participants will

- explore principles and approaches for teaching diverse learners at different stages of the *English Language Learning Progressions* in the same class
- use this understanding to develop units of work which help accelerate language learning for students with diverse needs
- consider multi-level NCEA assessment models.

	Whangarei Tauranga Dunedin	Christchurch Napier	Auckland Hamilton Wellington
Workshop (all day)	Thursday 19 March	Monday 23 March	Thursday 26 March
Follow-up workshop (afternoon)	Friday 15 May	Friday 22 May	Friday 22 May
	New Plymouth Timaru	Nelson	Gisborne
Workshop (all day)	Thursday 30 April	Thursday 11 June	TBC
Follow-up workshop (afternoon)	Friday 26 June	Friday 7 August	TBC

For details and enrolment, go to

<http://www.edplus.canterbury.ac.nz/courses/index.shtml>

ESOL (English for Speakers of Other Languages) Funding Applications

Applications for Terms 1 and 2, 2015 are due on Monday 2 March, 2015. Scores based on the old ESOL/AFs can no longer be used to support the ESOL funding applications and all returns for the March 2015 Period 1 allocation must include the ELLP scores for listening, speaking, reading and writing. Please note that the old versions of application forms can no longer be used and should be discarded. The new guidelines, student assessment forms and application forms are all available at [Using ELLP for ESOL Funding](#).

Updated Status Lists and Application forms should be

- **returned by post to:**
National Migrant and Refugee Education Team
Ministry of Education
Private Bag 92644
Symonds Street
Auckland 1150 or
- **scanned and emailed to:**
info.esol@minedu.govt.nz

Once all the information has been entered into the ESOL database (approximately four weeks after the closing date) the school will be sent a funding notification letter and the 2015 Period 1 Status List with the details of all the students funded for Terms 1 and 2.

Further Enquiries

For further ESOL information please contact the National Migrant and Refugee Education Team, Phone: 0800 800 675 or Richard von Sturmer, Phone: 09 632 9353, E-mail: info.esol@minedu.govt.nz

Professional Learning Communities PLCs (ESOL Clusters)

These professional groups, supported by the Ministry of Education, are invaluable for collegial support. They provide valuable opportunities for teachers of ELLs to develop their professional knowledge and work together collaboratively.

There are PLCs in most areas and you can set one up if needed.

Contact Shanley Gamble, Senior Advisor ESOL, at the Auckland MOE office if you want to find out where your closest PLC is and whom to contact or if you have any other queries regarding PLCs.

Phone: (09) 632 9357 or email shanley.gamble@minedu.govt.nz

For NZQA Best Practice Workshops go to

<http://www.nzqa.govt.nz/about-us/events/>

Language Education and Diversity Conference



- **When:** Monday 23 November – Thursday 26 November 2015
- **Where:** University of Auckland

New on TKI:

Click on the links below for Chinese New Year resources and online *Connected* resources:

<http://www.tki.org.nz/What-s-new#41644>

[Connected](#) promotes scientific, technological, and mathematical literacy.

Key messages for teachers: When a new English language learner steps into your classroom ...



English language learners (ELLs) are not a homogeneous group. They may be:

- students from migrant and refugee backgrounds
- NZ-born students from homes where a language other than English is spoken
- students from bilingual education settings e.g. students transitioning from kura to English medium learning environments
- international fee paying students.

Know your learners

Increase your understanding of who your students are, their backgrounds, educational experiences and aspirations. Be aware of their social and emotional needs. Some will be far from family and some will be facing challenging economic circumstances. For example, do you know what language they speak at home? How long they have lived in New Zealand? How literate are they in other languages? What cultural understandings, prior knowledge and experiences do they bring? It may be useful to use the book, *New to New Zealand: Ethnic communities in Aotearoa* (2011).

How will you find out about your ELLs?

Look for information on your student management system (SMS) and ask your senior managers and specialist teachers of ELLs about the student's English language learning stages on the Ministry of Education (MoE) *English Language Learning Progressions (ELLP)*. You could survey your class to find out about such information as their literacy in other languages and their educational experiences. Make connections by talking with the students and their families.

How will this knowledge affect your planning?

The ELLP document will provide some information to help create specific language learning outcomes for individual ELLs in addition to *NZ Curriculum* achievement objectives. ELLs need to access the learning at the curriculum levels of their peers (e.g. engaging in critical thinking). Therefore opportunities that will amplify their learning will need to be planned.

Reading

Reading in home languages should be encouraged and extensive reading in English is vital for ELLs. Graded readers (texts written within a controlled vocabulary range) at the appropriate ELLP stages are useful for fluency, teaching concepts and enjoyment. You can find out more about extensive reading and graded readers for ELLs at <http://erfoundation.org/wordpress/>. Listening to the text while reading aids comprehension and language acquisition. Many MoE resources, such as the *Selections* and *Choices*, will be in your school and new texts can be ordered through orders@thechair.minedu.govt.nz. *Connected*, another MOE series, promotes scientific, technological, and mathematical literacy and the latest versions can be accessed online.

Scaffolded approaches to reading more challenging texts, such as guided reading, jigsaw reading and three level guides can be used to support ELLs. See approaches and strategies at:

<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies>

Supporting literacy in home languages as well as English literacy

'Trans-languaging' is a new term which has been adopted to view pedagogy from a bilingual/multilingual perspective. It refers to the active process of shifting between and across languages that can be encouraged in school. Bilingual and multilingual students perform well academically when their wide language skills are recognised, reinforced, valued and used meaningfully within the classroom learning context. Having the opportunity to share across cultural and linguistic contexts is important.

English language learners are faced with the challenge of not only learning a new language but learning in it and through it. (Gibbons, 2002)