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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 2 2015

Kia ora, Talofa lava, Mālō e lelei, Kia orana, Talofa ni, Fakaalofa lahi atu, Ni hao ma, Mauri, Hola, Namaste, Kumusta, Greetings.

Welcome to Term 2 from the professional learning and development (PLD) facilitators for English Language Learners (ELLs) and Home School Partnerships (HSP). We hope you had a great Easter and a restful holiday.

The purpose of this newsletter is to provide a link with PLD for school leaders, teachers in a range of learning areas and for English language teacher specialists. We hope that the newsletter is stimulating and informative and that the key ideas will be shared among colleagues, whanau, families and communities. We want to keep these newsletters as useful as possible to you. If you have a topic you would like included we would love to hear from you!

Preparing ELLs in case of an emergency

Make sure that your ELLs and in particular those who have minimal English literacy and are new at your school understand what to do in an emergency. This may involve the need for translation of core messages, visual support to reinforce the message, and practices to know what to do. Remember that emergency numbers and procedures may vary from country to country. Ask a bilingual person to explain what fire or other emergency drills are. Schools in many countries do not conduct fire or other drills and the noise from the alarm may be very frightening to a new arrival and in particular to refugee background students who have arrived from war torn countries. Practice fire drill routines in advance of an actual drill.

Some useful links

- Civil Defence where the advice is also translated into Chinese, Hindi, Korean, Te Reo Maori, Gagana Samoa, Lea Faka-Tonga and Arabic [here](#)
- What's the Plan [here](#)
- Busy Teachers suggests some games and activities for drilling these procedures. [here](#)
- English Language Partners has NZ resources which may be useful with older learners and for parents of ELLs. [here](#)
- Emergency Management Guidance from the MOE [here](#)

PLD Facilitators: National contact details

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National Workshops: Term 2 and 3

Innovative teaching for diverse groups of ELLs

Please note: The follow up half day workshop is only for those enrolled in workshop one.

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

For details and enrolment, go to <http://www.edplus.canterbury.ac.nz/courses/index.shtml>

Teachers who have attended these workshops have reported that they have appreciated the format of the workshops which was framed around an inquiry model of learning. They valued the choice that was offered through five different 'stations': e-learning, assessing for learning, culturally and linguistic inclusiveness, multi-level teaching and integrated curriculum. The teachers worked through a process which included time for reflection and exploration of multiple resources shared through google docs to inform the creation of their unit of work. By using google docs participants are also able to extend their knowledge at a later date.

Special thanks go to our colleague, Jeni Lemberg, for her generous sharing with the workshop design and resources.



What teachers are saying ...

"This was a very rare opportunity to actually work and discuss issues without interruption!"

"The networking and collaboration were strong features of the workshop".

"Having time to spend with a colleague for planning and being able to refocus on ESOL principles and the big picture is appreciated."

World Refugee Day Saturday 20 June

For more information and ideas about how your school could acknowledge this day go to: [Red Cross NZ refugee services](http://www.redcross.org.nz/refugee-services)

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.

Shanley Gamble

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Language Education and Diversity Conference



When: Monday 23 November – Thursday 26 November 2015

Where: University of Auckland

ELLs with Special Education Needs

English language learners (ELLs) are not a homogeneous group. The ELLs group may include learners from migrant and refugee backgrounds, NZ born learners from homes where a language other than English is spoken, learners from bilingual education settings e.g. learners transitioning from kura to an English medium-learning environment, and international fee paying learners. **The wider learner groups may also include English language learners who have special education needs.**

From the March 2015 ERO report on inclusive practices for students with special needs in schools under school-wide systems and practices the key findings were:

"Almost all schools had systems, guidelines and key practices to support students with special education needs. For instance, they had relevant strategies in place, had a Special Education Needs Co-ordinator (SENCO) or head of learning support to coordinate and oversee provisions, took a team approach rather than leaving one or two people to be responsible for the student, had effective transition processes, and had built relevant staff capability.

The 'mostly inclusive' schools were more likely to have a coordinated, systematic approach. They worked strategically to provide for students with special education needs, and ensure they make progress and experience success." (Inclusive practices for students with special needs in schools March-2015 p12)

The full report can be found [here](#)

PLD facilitators are committed to strengthening teaching and learning for all ELLs and enhancing the links between ELLs and their home and community. Please contact your regional facilitator for support in this area. See the sidebar on page one for contact details.

English Language Unit Standards: Feedback-Only Moderation 2015

To support teachers with assessment against new English Language unit standards, **NZQA has agreed to extend the feedback-only moderation option for English Language unit standards for 2015.** We strongly recommend that schools use this opportunity to obtain detailed feedback and feed forward on assessment materials and, if available, assessed work. This will be particularly valuable because moderation reports now include moderation of assessment materials only if there are related issues with teacher judgements of assessed work. NZQA's role is seen as one of overall quality assurance.

To request this feedback, contact NZQA at ams@nzqa.govt.nz with the subject 'English Language Feedback-Only Moderation'.

Remember also to email your regional ELL PLD facilitator to join our [EL US Assessment VLN group](#) to discuss English Language Unit Standards, US-related issues and to access a growing number of shared EL US assessment resources.

New on TKI:

Click on the link below for "What's new?"

<https://www.tki.org.nz/What-s-new>

ANZAC Day 25 April

[Anzac Day resource page](#)

Connected

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

New module - Using ELLP to support funding applications is now live on ESOL online [here](#)

For NZQA Best Practice Workshops

go to:

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

New Name

Please note the new name for The Office of Ethnic Affairs is:

The Office of Ethnic Communities
<http://ethniccommunities.govt.nz/>

Resources for Pasifika families

[NZQA](#) video clips for parents about how NCEA works. The languages other than English are:

- [Te reo Māori](#)
- [Cook Island Māori](#)
- [Niuean](#)
- [Samoan](#)
- [Tongan](#)

Key messages to facilitate teaching and learning for multi-level English language learners



An increasing number of secondary school teachers, including ESOL specialists, are teaching multi-level classes with English language learners (ELLs) ranging widely in their English language proficiency, from the [English Language Learning Progressions](#) Foundation to Stage 3. Sometimes these students will also vary in ages. In smaller rural schools, multi-levering may be the only provision option; in larger schools it may relate to budgetary and/or timetabling constraints. Multi-level classes present considerable challenges for teachers and learners, but they also provide opportunities for collaboration and individualisation, as we strive for learner engagement and achievement of individual educational goals.

Individual appropriate needs assessment to ascertain ELLs' language strengths and needs as well as their interests and aspirations is essential to inform teaching and learning in all classes. In multi-level contexts, this will inform collaborative and individual responses.

Some important aspects to consider:

- **Individualisation** allows students some freedom to choose the context and content in which they will develop their English skills.
- **Thematic planning** facilitates differentiation for ELLs.
- **Approaches and strategies** exemplifying ESOL Principle 3 - Maintain and make explicit the same learning outcomes for all the learners - can be incorporated into lesson planning for multi-level classes to facilitate comprehensibility and the active involvement of ELLs at all ELLP stages.
- **Grouping** works well in multi-level settings. ELLs may be grouped in pairs, in groups at similar English language stages or across stages, or in teams.

ESOL Principles

Know your learners – their language background, their language proficiency, their experiential background.

Identify the learning outcomes including the language demands of the teaching and learning.

Maintain and make explicit the same learning outcomes for all the learners.

Begin with context-embedded tasks which make the abstract concrete.

Provide multiple opportunities for authentic language use with a focus on learners using academic language.

Ensure a balance between receptive and productive language use.

Include opportunities for monitoring and self-evaluation.

Some useful links to facilitate learning for multi-level ELLs

Individualised extensive reading

Extensive Reading Foundation

ELLs can sit an online test such as the [Macmillan graded reader level test](#) to see which level is best for them.

Some graded readers - mainly fictional classics - are available free on [Paul Nation's wonderful website](#)

Explore the [Journal Surf](#) catalogue for suitable texts graded by NZ Curriculum levels.

Vocabulary

Vocabulary Levels Test

Interactive websites

[Spelling City](#)
[Vocabulary Exercises for the Academic Word List](#)

Reading Strategies

[Before and after vocabulary grids](#)
[Shared reading](#)
[Guided reading](#)
[Jigsaw reading](#)
[Reciprocal reading](#)
[Three level guides](#)
[Split information](#)

Grammatical structures

[Coded correction](#)
[Peer editing](#)

For details about how these can be used to facilitate learning for multi-level ELLs refer to the full article by Julie Luxton, PLD Facilitator for ELLs and HSP, on ESOL online teacher resource exchange [here](#).

For examples of approaches and strategies for teaching multi-level classes see:

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