

This newsletter and the English Language Learners and Home School Partnerships Professional Learning and Development initiative is funded by the Ministry of Education. The provider is Te Tapuae o Rehua consortium.

National Newsletter: English Language Learners

Information and resources for leaders and teachers of multi-lingual English language learners in secondary schools | Term 3 2015

Kia ora, Talofa lava, Mālō e lelei, Kia orana, Talofa ni, Fakaalofa lahi atu, Ni sa bula, Mauri, Greetings.

Innovative Teaching for Diverse English Language Learners workshops: A Review

Earlier this year, 188 teachers nationwide participated in these workshops, choosing to explore one or more of the themes:

e-learning, assessing for learning, multi-level teaching, culturally and linguistically responsive teaching and integrated curriculum. Participants are reminded you can still access the links and resources through the shared google docs. The photos below show some participants as they reported back about their inquiries in workshop 2.



Ami Kindler from New Plymouth discussing culturally inclusive teaching for Pasifika ELLs and their enthusiasm for the approach.



Rosemary Cleary from Wanganui showing how she introduced Quizlet, engaging students in applying language knowledge.



Shirley Rowe and Elisa Erguy from New Plymouth exploring ways technology can be used to enhance learning for ELLs.



Christine Hucker from Stratford showing how ELLs chose to support their oral presentations in a variety of ways. In the slide shown the student used Pinterest.

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The facilitators in the Secondary English Language Learners (ELLs) and Home School Partnerships (HSP) PLD provision are committed to making teaching and learning culturally responsive and enhancing the links between ELLs and their home and community.

Getting started

Soon there will be a new section on ESOL Online that provides direction for leaders and teachers of ELLs who are new in their roles. The section might provide a useful overview for 'old hands' as well. Watch out for this at:

<http://esolonline.tki.org.nz/>

English language unit standards assessment

Many more ESOL teachers are now assessing their English Language Learners (ELLs) against the English Language (EL) unit standards, rather than ESOL unit standards which are expiring in December. With grading at Levels 3 and 4, these standards provide valuable opportunities for ELLs to gain Merit and Excellence. The EL standards have the flexibility to be used in cross-curricular contexts so students can adapt work undertaken in other learning areas to meet the EL criteria. EL standards are also being effectively woven into Pacific Studies courses in some schools.

EL unit standard resources

Resources supporting the EL unit standards can all be accessed from the English Language subject page on the NZQA website at:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english-language/>

Student work which may provide appropriate exemplars is currently being gathered through the external moderation process and will be posted on the EL subject page of the NZQA website as they become available. Exemplars for Level 3 EL Unit Standard 28068 will be posted soon.

EL unit standard changes

Changes have recently been made to some EL unit standards, identified as Version 2. The most significant change is to the reading standards at all levels, for which the explanatory notes specifying vocabulary requirements for texts have been modified and updated by referencing the New General Service List.

Teachers are encouraged to request clarification of EL standard requirements and suggest changes to the content of standards by contacting: nqs@nzqa.govt.nz.

EL unit standard assessment VLN group

The EL unit standard assessment group on the Virtual Learning Network (VLN) is continuing to provide useful EL unit standard assessment support to secondary school teachers.

This group enables teachers to discuss and share EL unit standard assessment resources. It currently has 237 members and a growing number of assessment materials for a range of EL unit standards. To join this group, request an invitation from your regional secondary ELL PLD facilitator.

Feedback only moderation

A number of secondary schools have availed themselves of the opportunity for 'feedback purposes only moderation' this year. This involves detailed consideration of assessment materials and/or student work which is providing useful guidance to teachers. To request this feedback, providers may contact NZQA at ams@nzqa.govt.nz with the subject 'English Language Feedback Only Moderation' by the end of August.

NZQA's Best Practice Workshops

Teachers are encouraged to register for Making Assessor Judgements Best Practice workshops (BPWs). Further information about enrolling for these workshops can be found on the NZQA BPW page at:

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

BPWs are scheduled only for Auckland, Wellington and Christchurch this year, but NZQA will consider scheduling these in other locations. Secondary ESOL PLCs are encouraged to request a BPW in their region, but NZQA advises that a group of at least 18 attendees must be confirmed before the workshop will be advertised.

Another option is to request the national moderator to present as a guest speaker. Typically the presentation time is about 1.5 hours. This does not require a minimum number of attendees. However, it is offered on a cost recovery basis, so the moderator's fee, travel and accommodation would have to be covered. For further information about these two options, email workshops@nzqa.govt.nz or phone NZQA on 04 463 3050.

Language Education and Diversity Conference



- **When:** Monday 23 November – Thursday 26 November 2015
- **Where:** University of Auckland
- **Find out more:** <https://led.education.auckland.ac.nz/>

Provisionally Registered or Overseas Trained?

e-PRT is the online Ministry of Education funded, professional learning and development delivered by Te Tapuae o Rehua consortium partners (Ngāi Tahu Iwi, University of Otago and University of Canterbury).

e-PRT is available to all Provisionally Registered Teachers (PRTs) and Overseas Trained Teachers with provisional registration (OTTs) and their in-school mentor teachers (tutor teachers/PRT co-coordinators, SCTs etc.) working in English-medium primary and secondary schools throughout New Zealand. There is no cost to participate in e-PRT.

How do I access e-PRT?

For each person registering, email the details below to:

essadmin@otago.ac.nz

1. Name.
2. School name.
3. Email address which the e-PRT information is to be sent to.
4. Primary or secondary.
5. PRT/OTT or mentor.

Contact or queries

If you have any questions please contact:

Joan Turner - National Coordinator, PRT (English medium schools)
joan.turner@otago.ac.nz



ELL PLD facilitator Stephanie Dodd, co-presenting at a WATESOL event.

TESOLANZ is the New Zealand association of ESOL teachers in all areas of education. They offer you an opportunity to network with others in the ESOL field, professional development, conferences and expos. They are also a major representative of the ESOL sector lobbying for the language needs of migrants and refugees.

<http://www.tesolanZ.org.nz/>

Key ideas from TESOLANZ branch presentations

Auckland

John McCaffery (Faculty of Education, University of Auckland) challenged us to:

- Understand the importance of what students bring to learning in terms of language (plurilingualism).
- Consider the 'Total Language Resources' (TLR) of our students and ourselves as a valuable teaching resource.

Dorothy Thwaite (English Language Partners) exhorted us to 'bring back a second L' to:

- Understand the differences between English language learning and literacy learning.
- Ensure that language learning is not subsumed in literacy and numeracy.

Canterbury

Eruera Prendergast-Tarena (CEO Te Tapuae o Rehua - the consortium of Ngāi Tahu, the University of Canterbury and the University of Otago) demonstrated the way in which:

- Language has a whakapapa of its own.
- He had made a journey to acquiring fluency in Te Reo Māori, in what he termed MSOL – Māori as a second or other language.
- There is a need for a critical awareness around the advancement of bilingualism in Aotearoa.

Stephen May (School of Māori Education, University of Auckland) pointed out that:

- Outside of Māori medium education, there is no systematic pedagogical accommodation (or promotion) of community languages.
- Teachers can adopt pedagogical responses that foster the use of community languages.

Waikato

Judith Hunter (Faculty of Education, University of Waikato) reminded us of:

- Potential misunderstandings because of cultural or social differences.
- The importance of teaching socio-cultural and functional perspectives.

TESOLANZ members' news

The 2015 AGM will take place on 17th October at the University of Otago Language Centre, Dunedin.

There will also be a 'Transitions in TESOL' symposium, and presenters are invited to offer papers. The day will run from 9.00am to 3.30 pm.

Call for Papers Deadline is 15 August.

For more information contact davidwoodfield@otago.ac.nz

Ministry of Education website

The new website is <http://www.education.govt.nz/>
The mineduc.govt.nz site is no longer functioning.

For information about ESOL, go to the 5-19 Years School tab and ESOL information is under 'Student-well-being'
<http://www.education.govt.nz/school/student-support/student-wellbeing/#Help>

The Office for Ethnic Communities

The Office for Ethnic Communities has been recently renamed (formerly the Office of Ethnic Affairs). The minister, Sam Lotu-Iiga, has had his position renamed as the Minister for Ethnic Communities.

The Office for Ethnic Communities has around 30 staff in Wellington, Auckland, Christchurch and Hamilton.

Along with Language Line, a national service that provides professional interpreters for a range of government and non-government services, the Office also facilitates ethnic business conferences and last year took charge of the Settling In programme, which offers grants for refugee and migrant settlement.

<http://ethniccommunities.govt.nz/>

Key messages about linguistically and culturally responsive assessment



The New Zealand Curriculum (NZC) has strong statements about the purpose and nature of good assessment.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information it provides." (NZC p.39.)

Good assessment benefits students, involves students, supports teaching and learning goals, is fit for purpose, is valid and fair. The messages in the principles that underpin all school decision-making ensure that we provide an inclusive curriculum for linguistically and culturally diverse students (NZC).

ESOL Principle 1: Know Your Learner: *Finding out about students' home languages and literacy*

Information about ELLs' home language strengths can be obtained by surveying students. The table below illustrates one way of doing this.

Language	Listening				Reading				Speaking				Writing			
	None	Not Much	Some	Very Well	None	Not Much	Some	Very Well	None	Not Much	Some	Very Well	None	Not Much	Some	Very Well

Useful information can be gathered as opportunities are provided for ELLs to use their home languages in the classroom learning context by:

- producing writing in both home languages and English,
- encouraging the reading of related home language texts that amplify the learning,
- talking with your learners' whānau/families,
- observing your ELLs interacting with their friends.

Linguistically and culturally responsive summative assessment

NCEA can be used flexibly to promote home language literacy and cultural knowledge. Students can be assessed, for example, in Te Reo Māori, Tongan, Samoan, or Chinese to name but a few. See the NZQA Subjects page for other language assessment opportunities. Additionally, students can show cultural understandings through, for example, performance and visual arts standards and Pacific Studies unit standards. The latter include standards relating to Pacific societies, Pacific change and development, Pacific indigenous knowledge as well as Tongan, Cook Island Māori and Niue tradition and culture. These can all be accessed at <http://www.nzqa.govt.nz/framework/explore/sub-field.do?frameworkId=75995>.

Some examples in practice

In 2014 the ESOL teacher in one Christchurch school enabled eleven students to achieve Pacific Studies and Samoan Language standards in addition to English Language (EL) standards.

In another rural South Island school an individual programme was developed for a Tongan student previously identified as a student with special education needs (SEN). This student achieved NCEA success by the introduction of both Pacific Studies and EL standards and was no longer considered SEN.

In 2015 a semi-rural North Island school has initiated a timetabled Pacific Studies course in conjunction with a 'wrap-around' Pasifika academic mentoring and home-school partnership programme. This course includes assessment against EL standards with a Pasifika focus, Pacific Studies and Lea Faka Tonga standards. Opportunities for students to extend their Pacific Studies understandings into other learning areas have been beneficial. For example, reading about the dawn raids in the 1970s led two Pasifika students to select this topic for a history research achievement standard.