

# National Newsletter: English Language Learners

Information and resources for leaders and teachers in secondary schools | Term 4 2015

## In this newsletter:

- Using English for Academic Purposes (EAP) standards
- Home school partnerships that have flourished in secondary schools this year
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- Key messages about social equity for families of ELLs

## English for Academic Purposes (EAP) standards

EAP standards are premised on a range of skills that are really useful preparation for tertiary study. They work best as integrated parts of a research process. So, for example, students can read and process texts for their research purpose as the reading assessment (22751), evaluating the suitability of the texts for answering their own research questions. Then they can create a presentation (22891) about their research.

The assessment of skills can be adapted for to suit multi-level classes. Research topics can be developed which could be assessed through different standards, so, for example, a small group could be assessed through EAP standards and another group could simultaneously be assessed through English Language (EL) standards. There could be movement between the groups so that all students achieve at the highest level possible. Examples of level 3 EL standards that fit alongside the EAP standards include:

- 28058 Read and demonstrate understanding of a range of written texts independently (5 credits).
- 28064 Present information on a familiar topic (5 credits).

## EAP at John Paul II High School

Celia Costelloe from John Paul II High School in Greymouth has used the English for Academic Purposes (EAP) standards for the last two years in a year 13 EAP course for students who do not want to study English literature. Celia outlines the make-up of her class: "This year's class has 20 students including two ELLs and one from a Kura Kaupapa background. All students have chosen this course because they want to improve their reading and writing, and prepare for tertiary study. Eighteen of these students intend to undertake the first year of degree study in 2016."

Read more about [EAP at John Paul II High School](#): the challenges, some practical suggestions and how the overall experience has been positive in terms of:

- Students seeing value in a skills-based course which will help them make the transition to tertiary study.
- Working with another department which has raised student achievement in both curriculum areas.

Go [here](#) for **NZQA EAP Best Practice Workshops**.

The facilitators in this national professional learning and development are committed to making teaching and learning culturally responsive.

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## Thanks to Auckland Tongan teachers and Christchurch Tongan community for helping students access NCEA Lea Faka-Tonga



Auckland teachers of Lea Faka-Tonga wrote exams for the reading and listening NZQA 'verified' external achievement standards at levels 1, 2 and 3. Thank you, Tongan teachers and Team Solutions facilitators. Very special thanks also go to Tongan community and family members who brought their passion and expertise to the classes at the UC Education Plus Talanoa Centre.

*Students from Catholic Cathedral College, Hillmorton High School, Christchurch Boys' High School, and Middleton Grange School who sat the level 2 Lea Faka-Tonga NCEA 'verified' external achievement standards.*

## Adapting school programmes to be responsive to Pasifika students and their families

"Amongst Pasifika learners are unique and institutionalised ways of knowing and relating to the world. What is needed is tailor-made contextualised learning..." Wendt-Samu, 2010, p.8

At Katikati College a range of interrelated initiatives have worked together. A Pacific Studies programme has been initiated. This programme acknowledges and utilises the home language and cultural understandings of Pasifika students, primarily Tongan. Students have been assessed against Pacific Studies unit standards and a Tongan crafts unit standard US 22231 Describe koka'anga in Lea Faka Tonga, as well as English language unit standards on related topics. The programme also has a focus on relevant issues such as the dawn raids in the 1970s and the sinking of the *Princess Ashika* in 2009. Two Pasifika students have also used their research in Pacific Studies for achievement standard assessment in History.

At the same time a senior Pasifika aiga programme has been developed to enhance pastoral support and academic mentoring. The local Pacific Island Community Trust has also facilitated a programme for Pasifika students. These combined initiatives resulted in 100% turnout at parent interviews.



*Senior student, Kalisi, and the school's guidance counsellor explain the local Tongan family tree to teacher participants in Pasifika ELL PLD*

## What is new on ESOL Online?

<http://pasifika.tki.org.nz/LEAP>

## Language enhancing the achievement of Pasifika

The (updated) LEAP resource aims to bring together all the factors that can support bilingual Pasifika students' learning, especially those that relate to students' Pasifika languages and English. It suggests ways in which teachers can explore, in practical ways, language teaching and learning principles that can help them work more effectively with bilingual Pasifika students.

## Getting started

This new section of ESOL Online is for leaders and teachers of ELLs who are new to their roles. It will also be of use for those experienced in working with ELLs as they navigate for key resources and links.

This key information is organised under the following headings

- [Key education documents](#)
- [Support for ELLS](#)
- [When new ELL arrives](#)
- [Support programmes and funding](#)
- [Assessment and ELLs](#)
- [Teaching materials](#)
- [Additional language learning](#)
- [Family engagement](#)
- [Professional development](#)

## NZQA English Language Best Practice Workshops

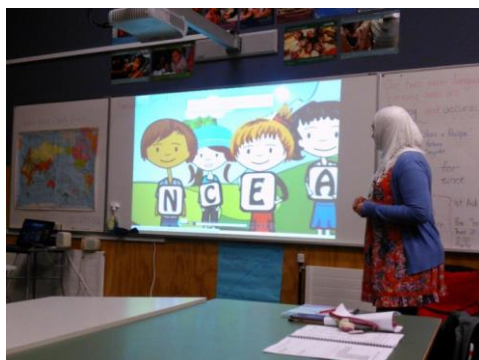
See [Best Practice Workshops](#) for dates, locations and registration for English Language, English for Academic Purposes and Literacy workshops.

## Naenae College – A deliberate Home School Partnership initiative

A Careers, NCEA Information and Course Selection evening event that was already on the school calendar provided an opportunity for a deliberate Home School Partnership (HSP) initiative. The Arabic speaking community was personally invited to attend the event knowing there would be an interpreter available. This provided an opportunity for the College to hear from this community and any concerns, information or questions they had as well as enabling the College to share information to help the learners, their parents and families to be better informed.

The DP, Nic Richards, gave a wonderful response when asked by a father whose 19 year old daughter at the College was yet without formal qualifications. Nic replied that the College would do everything it could to support her and any other refugee background students to be able to stay beyond 19 years of age at the College if this was their choice as the College was there to serve its community.

The College has recorded the process involved in this HSP initiative to build on for future contacts with this community and to replicate with other cultural and language groups.



Angela Sellwood, HOD ELL, Nic Richards, DP, Ramia Saidawi, Interpreter, NZ Red Cross.



Participants at the HSP event.

## How long can a student stay at school?

**Students whose parents currently hold a valid work visa** can enrol at school as domestic students. In the event that the parent's work visa expires, "the student may continue to be enrolled until the end of that current school year". (Circular number 2012/01, Category Schools: eligibility requirements for enrolment in New Zealand schools.)

**Full-time domestic students with valid documentation of citizenship, residency, or refugee status** have the right to free education up until they are 19 years of age. The Education Act states: "Every person who is not an international student is entitled to free enrolment and free education at any state school or partnership school kura hourua during the period beginning on the person's fifth birthday and ending on 1 January after the person's 19th birthday." ELLs who have citizenship, residency, or refugee status may then be able to be enrolled as adult students providing their programmes meet certain requirements. The following circular describes the conditions under which students can be enrolled as adult students:

<http://www.education.govt.nz/ministry-of-education/publications/education-circulars/2004-circulars/circular-200407-adult-student-enrolment-policy/>.

The students should be entered into the SMS as adult students and will generate staffing and operational funding accordingly:

<http://www.education.govt.nz/ministry-of-education/publications/education-circulars/2013-circulars/circular-201307-auditing-roll-returns/>.

**Special Education Needs students** are eligible to stay at school until the end of the year that they turn 21 year of age (Circular 2012/01).

**Refugee background students** will continue to be eligible for ESOL funding up to the age of 25 years.

## Key messages to empower families of English language learners to have genuine communication in schools



“Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.” These goals are the National Educational Goals (NEGs) and of particular relevance to English language learners and their parents is NEG 2: Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement (<http://www.education.govt.nz/ministry-of-education/legislation/negs/>).

### An empowerment model

Dr Hassan Haji Ibrahim (Ministry of Education Refugee and Migrant Coordinator) proposes an empowerment model of parent-school collaboration in his Ph.D thesis<sup>1</sup>. The model suggests the following dimensions:

- Developing a shared vision and goal between parents and teachers.
- Removing barriers to two-way communication and collaboration.
- Linking school-based and home-based learning so they can complement each other.
- Encouraging parents to participate in school decision-making.
- Encouraging parental involvement in school-based activities.
- Empowering teachers and parents to increase their skills to carry out mutual communication and collaboration.

Some of the conditions for empowerment proposed by Ibrahim are

- The principal's committed leadership and support.
- On-going meetings with families after enrolment.
- The development of structures, policies and guidelines to promote parent-school collaboration.
- Shared goals between students, their parents and teachers.
- School policies and guidelines that prioritise parent-school collaboration as a key component of the schooling improvement strategy.
- A designated senior staff member to oversee and coordinate the planning and implementation of parent-school collaboration.

### Engagement with families, key to removing barriers to achievement

For social equity, effective communication with families from diverse linguistic backgrounds is vital. To empower parents/guardians in the education of their children, consider:

- Being wary of imposing values and decisions without genuine consultation. Be conscious of an inequality of power between the school and the ELLs' families, for example in giving consent for research and in taking part in the consultation process about sexuality education. Consider going to places where the communities meet rather than just expecting them to come to school.
- Using a trained, professional interpreter (not other students) to help family members:
  - Give rich information including their aspirations about their children at enrolment.
  - Take in and consider important information at enrolment.
  - Understand the expectations about their involvement in school.
  - Understand and discuss *The New Zealand Curriculum*.
  - Take part in school consultation processes e.g. principal appointment, sexuality programmes
  - Buddy up new parents / families with established ones or join with school groups e.g. PTA.
- An Australian resource kit for schools that gives a range of strategies to enable full participation of families from culturally and linguistically diverse (CLD) backgrounds is [\*Opening the school gate: Engaging CLD families in schools\*](#). On TKI there are several places to look, including: [How can we engage effectively with families and communities?](#), [Community engagement](#) and [Sexuality education: Consulting with community](#). On the NZQA website the video [How NCEA works](#) is in several languages and can be discussed in other languages with an interpreter.

<sup>1</sup> Ibrahim, H.H. (2012) *From warzone to godzone: Towards a new model of communication and collaboration between schools and refugee families* (Doctoral thesis, University of Canterbury, Christchurch, New Zealand) retrieved from [http://ir.canterbury.ac.nz/bitstream/10092/7465/1/thesis\\_fulltext.pdf](http://ir.canterbury.ac.nz/bitstream/10092/7465/1/thesis_fulltext.pdf)