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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 2014

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

Welcome to the new academic year from the professional learning and development (PLD) facilitators for English Language Learners (ELLs) and Home School Partnerships (HSP). We hope you had a restful break and feel reinvigorated for the year ahead. It is important that you take care of yourselves as we all know how stressful the work can be at times.

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, whānau families and communities.

A time to celebrate diversity

According to the 2013 Census from Statistics New Zealand Tatauranga Aotearoa, the ethnic diversity in New Zealand is increasing. "It's interesting to note that there are more ethnicities in New Zealand than there are countries in the world," General Manager 2013 Census, Sarah Minson, said.

Highlights include the following increases from 2006:

- Samoan – up 10 percent to 144,000 people
- Cook Island Māori – up 7 percent to 62,000
- Tongan – up almost 20 percent to 60,000
- Chinese – up 16 percent to 171,000 people
- Indian – up 48 percent to 155,000
- Filipino – more than doubled to 40,000.

What a wealth of language, culture and expertise is contained behind these raw statistics. Aotearoa New Zealand is certainly a fortunate country with a unique identity. As the new academic year gears up, teachers will be finding out about the diverse nature of students in their classes and valuing this as a teaching and learning resource.

The Education Review Office reports that, "The Treaty of Waitangi provides a rationale for building a school culture that acknowledges kaupapa Māori and promotes te reo and tikanga Māori. Student achievement is affected by the degree to which a student's culture is recognised and respected by the school and by the degree to which there is a strong connection between the culture of the community and whānau and the values of the school."

PLD Facilitators are committed to making teaching and learning culturally responsive and enhancing the links between ELLs and the home and community. Please contact your regional facilitator for support in this area. See the sidebar for contact details.

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English for Academic Purposes (EAP) Unit Standards

In 2013 a number of teachers around the country developed courses incorporating EAP Unit Standards in their assessment. These teachers deserve to be acknowledged for their resilience, perseverance and foresight. ELL PLD facilitators have supported these teachers in schools, in clusters, in meetings and through the Virtual Learning Network (VLN). The experiences and reflections from four of these teachers can be found in TESOLANZ News, December 2013.

Four new teaching and learning modules have been developed by the Ministry of Education for the English for Academic Purposes (EAP) standards. You will find them on TKI ESOL Online under Teaching Needs > Teaching and Learning Sequences > [EAP modules](#).

This year the EAP VLN group will continue to be closed. This means that secondary teachers who are using or considering using the EAP standards in 2014 can request membership. If you wish to join, please contact your regional facilitator.

There will also be a series of NZQA Best Practice Workshops (BPW) Making Judgements for EAP Unit Standards 22750 and 22751. See the sidebar for details.

Further clarifications for Unit Standards 22750 and 22751 will hopefully be published by the end of Term One, 2014. Clarifications for the other EAP Unit Standards will be published if and when issues arise through moderation. The assessment resource material for the EAP Unit Standards is in the process of being modified.

English Language (EL) Unit Standards

All of the new EL Unit Standards are now registered. Sample assessment materials for EL Unit Standards Levels 3-4 will be available on the NZQA website soon. At this stage it appears that there will be no NZQA materials available for Foundation – Stage 2 EL Unit Standards, but we encourage you to write your own materials appropriate for your ELLs and their learning contexts. This is an effective way to develop your understanding of the new EL Unit Standards.

ELL PLD facilitators will be supporting teachers as they develop their understanding of effective assessment using the EL Unit Standards. One way in which this will be done is through a sub-group on the Secondary ESOL Online VLN group. This will be a closed group to allow people to freely exchange ideas and resources out of the public arena. If you wish to join this group, please contact your regional facilitator.

ESOL Unit Standards are expiring in December 2015. This means that they can be used for another two years, but it is recommended that you adopt EL Unit Standards before then. It is currently acceptable to assess ELLs using either EL or ESOL Unit Standards or both, as there are no exclusions.

There will be NZQA BPW Making Judgements for EL Unit Standards. See side bar for details.

You may also be interested in attending one of the NZQA BPW Connecting with Contexts workshops. These term 1 workshops focus on developing teacher confidence and skill in modifying existing assessment resources to better meet the needs of students and provide an opportunity to engage in professional discussion about assessment resource design. See the side bar for details.

Statistics on diversity from the 2013 census

<http://www.stats.govt.nz/Census/2013-census/data-tables/totals-by-topic-mr1.aspx>

ERO Safe and Inclusive School Culture

<http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Evaluation-Indicators-for-School-Reviews/PART-TWO-The-Evaluative-Questions-Prompts-and-Indicators/Dimension-5-Safe-and-inclusive-school-culture>

TESOLANZ News

To receive this publication you will need to join TESOLANZ
<http://www.tesolanz.org.nz/Site/About/Membership.aspx>

Virtual Learning Network (VLN)

The Virtual Learning Network (VLN), He kōtuinga ako ā-ipurangi, is an interactive resource provided by the Ministry of Education for all New Zealand educators

<http://www.vln.school.nz/>

NZQA EAP Home page

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

NZQA EAP Best Practice Workshops

Hamilton: 6th June
Palmerston North: 27th June
Auckland: 12th September
Wellington: 19th September
Christchurch: 21st November
<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

EL Unit Standards

<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=2163624110>

NZQA Best Practice Workshops Making Judgments: EL Unit Standards

Wellington: 11th April
Auckland: 28th August
Hamilton: 25th September
Christchurch: 20th November
Dunedin: 21st November
<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

NZQA Best Practice Workshops Connecting with Contexts

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

Pacific Indigenous Knowledge Unit Standards

Those who teach the growing number of Pasifika ELLs in our secondary schools may be interested in exploring the six Pacific Indigenous Knowledge Unit Standards. As stated in the explanatory notes, these Unit Standards acknowledge that Pacific peoples "often grow up in a world in which they may be required to span the cultural values of their parents, and a world which is made up of institutions, systems and behaviours which are unfamiliar to their culture" and are designed to "encourage Pacific people to engage with and affirm their own traditions and values". They assess investigating and communicating skills in Pacific Island contexts and offer opportunities to achieve at Merit and Excellence from Levels 1-3.

These Unit Standards are likely to be of interest to teachers in other learning areas, notably English and Social Sciences. See the sidebar for links to these Unit Standards and sample assessment materials.

Tongan Language Achievement Standards

Achievement Standards for Lea Faka-Tonga are on the NZQA website. These are replacing the expiring Unit Standards and are currently available for NCEA Levels 1-2. Level 3 will be registered later this year. See the sidebar for the link to these and sample assessment materials for externals.

Workshops: English Language Learning Progressions (ELLP) – Preparing and leading your school

In 2014 the ELL PLD facilitators will be offering workshops around the country to help teachers prepare and lead their schools in the effective use of ELLP.

All schools now have increased/increasing numbers of culturally and linguistically diverse students with a range of language strengths and needs. ELLP is a resource that enables schools to:

- Identify students' stages of English language development
- Track bilingual students' English language development over time
- Confirm eligibility for ESOL funding from MOE
- Inform teachers' planning and teaching so that ELLs learn effectively within the NZC.

See the sidebar for dates. Your regional facilitator will be sending further information on these workshops. More workshops may be added depending on demand.

CLESOL Conference 2014

The CLESOL Conference will be held at Rutherford House, University of Victoria, Wellington from Thursday 10th to Sunday 13th July.

The theme for this year's conference is Essentials for Learning and Teaching Ko te Pū, ko te Ako. Note the pre-conference workshops on the Thursday. See the sidebar for registration dates.

Pacific Islands Indigenous Knowledge Unit Standards
<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=75990>

Pacific Islands Indigenous Knowledge Assessment Materials
<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/assessment-support-material/pacific-indigenous-knowledge/>

Lea Faka-Tonga Achievement Standards
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/tongan/>

English Language Learning Progressions
<http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>

Workshops: ELLP - Preparing and leading your school

Whangarei: 29th May
Auckland: 16th & 21st May
Hamilton: 15th May
Tauranga: 14th May
Gisborne: 30th May
Napier: 22nd May
Palmerston North 30th May
Wellington: 23rd May
Queenstown: 13th March
Nelson: 6 June
Blenheim: 26 June
Christchurch: 23 May
Timaru: 14 May
Dunedin: 30 May
Invercargill: 28 May

ELLP for funding assessment purposes
<http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>

CLESOL 2014
Very Early Bird registration opens 24 February 2014
Early Bird registration opens 12 April 2014
Early Bird registration closes 30 May 2014
<http://www.clesol.org.nz/2014/registration.html>



Key principles underpinning course planning for ELLs

Planning quality courses and programmes for ELLs requires a principled approach. The eight New Zealand Curriculum (NZC) principles “put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity” (p.9). These principles provide the “foundations for curriculum decision making” and should underpin course planning, prioritising and review.

NZ Curriculum

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus

It is also important to incorporate the seven ESOL teaching and learning principles into course planning to integrate content and language teaching so that ELLs can make both academic and language progress in NZC learning areas. These ESOL principles are key components of effective teaching for Pasifika learners. Positive learning-focused student-teacher relationships are vital and underpin every principle.

Are these principles explicit in the courses you are designing for your ELLs this year?

ESOL Principles

Know your learner.

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 evaluation.

Further information about course planning for ELLs, including links to these principles, as well as planning templates and models, is available on ESOL Online. (See the sidebar for these web pages). Contact your regional facilitator for support in ESOL course planning.

ESOL Principles

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

Three *Making Language and Learning Work* DVDs which exemplify how these ESOL principles can be put into classroom are available from Down the Back of the Chair at

<http://www.thechair.co.nz/ser/vlet/Srv.Ecos.Process.HTML.File?P1=/graphics/moe/signon.htm>

See also:

<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Reviewed-resources/Making-language-and-learning-work-DVDs>

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

Planning for Learning

<http://esolonline.tki.org.nz/ESOL-Online/Student-needs/Planning-for-learning>

ESOL Course Planning

<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Teaching-and-learning-sequences/Secondary-ESOL>

<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Teaching-and-learning-sequences/Secondary-mainstream>