

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 2014

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

Welcome to the new term from the professional learning and development (PLD) facilitators for English Language Learners (ELLs) and Home School Partnerships (HSP). We hope you had a restful mid-winter break and feel refreshed for the spring term ahead.

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 informative and that the key ideas will be shared among colleagues, whānau, families and communities.

## CLESOL Conference 2014

It was heartening to see so many secondary colleagues at the 14<sup>th</sup> National Conference for Community Languages and ESOL (CLESOL) conference in Wellington on the 10th–13th July. For some teachers attendance was partially funded by their local ESOL Professional Learning Community. The conference provides a valuable opportunity to learn from international experts in applied linguistics and practitioners in a wide range of ESOL contexts.

The theme of the conference was 'Essentials for Learning and Teaching, Ko te Pū, ko te Ako'. This theme was amplified in three presentations by the ELL facilitators.

Juliet Fry, Stephanie Dodd and Angela Bland (HOD ESOL, Riccarton High School) described how the use of Pasifika language and indigenous knowledge standards allowed for priority learners to experience success at NCEA. Stephanie linked this initiative to the wider intent of the NZC to put students at the centre of teaching and learning and thus linked the initiative to the conference theme. Juliet explained how schools have managed to find the space for this initiative outside regular school time. Angela told the story of how her school has worked to be more culturally responsive and is now developing a timetabled course on Pasifika Studies.

Julie Luxton and Natalie Cowie (HOD English, Cromwell College) discussed ways in which they improved academic writing of Year 9 and 10 Pasifika students. Using an evidence-based inquiry approach with targeted students, they developed a series of interventions that included: a strong focus on vocabulary development, scaffolding to support writing structure, student choice about content and pace, allowing multiple opportunities for time on task and using effective, focused feedback. The Pasifika students reported that their improved writing performance could be attributed not only to these interventions, but also to the feeling that teachers cared about their learning and valued their Pasifika heritages and languages.

## PLD Facilitators: National contact details

### National Co-ordinator Juliet Fry

### Canterbury, West Coast, Otago, Southland

Juliet Fry  
UC Education *Plus*  
Solway Ave  
Ilam  
Christchurch  
Phone: 027 273 7009  
Email: [juliet.fry@canterbury.ac.nz](mailto:juliet.fry@canterbury.ac.nz)

### Auckland & Northland

Petronella Townsend  
Phone: 027 479 4572  
Email:  
[petronella.townsend@canterbury.ac.nz](mailto:petronella.townsend@canterbury.ac.nz)

Simon Crosby  
Phone: 027 275 7062  
Email: [simon.crosby@canterbury.ac.nz](mailto:simon.crosby@canterbury.ac.nz)  
UC Education *Plus*  
Otago House  
385 Queen St  
Auckland

### South Auckland, Waikato, Bay of Plenty, Gisborne, Hawkes Bay

Julie Luxton  
UC Education *Plus*  
Tauranga  
Phone: 027 599 9263  
Email: [julie.luxton@canterbury.ac.nz](mailto:julie.luxton@canterbury.ac.nz)

### Taranaki, Manawatu, Wairarapa, Wellington, Nelson, Marlborough

Stephanie Dodd  
UC Education *Plus*  
Porirua  
Phone: 027 2757056  
Email:  
[stephanie.dodd@canterbury.ac.nz](mailto:stephanie.dodd@canterbury.ac.nz)

Petronella Townsend and Simon Crosby gave expression to the conference theme by focusing on the teachers themselves. Throughout New Zealand a significant number of middle managers charged with catering for the needs of English Language Learners (ELLs) had expressed frustration and stress and resigned their positions - this despite professing a real passion for the teaching and learning of ELLs. Simon and Petronella surveyed HODs and TiCs of ELLs in Auckland to investigate their well-being and concerns. The survey identified a number of stressors that had a negative impact on their well-being, including being undervalued, under-resourced and undermined. While many of these stresses are institutionalised, there are practical ways for teachers to reduce their feelings of negative stress and the workshop explored some of these.

In conclusion, the essentials for teaching and learning included creative and innovative ways to negotiate new opportunities for Pasifika students and families within traditional school settings, using an inquiry approach to better the academic writing of students with Pasifika identities and languages, and supporting busy teachers and allowing them to manage the space and time to look after themselves.

Further information about CLESOL conference highlights will be published in *TESOLANZ News* later this year. See side bar for details.

## English Language (EL) Unit Standards

Assessment support materials for EL Unit Standards Levels 3-4 are now available on the NZQA website. Note that these assessment resources will need to be modified to ensure authenticity, especially those assessing reading and listening standards, because students may have access to the assessment schedule or exemplars. These materials will provide very useful guidance for writing assessment tasks appropriate for your own ELLs and their learning contexts. See the sidebar for links to the EL unit standards and assessment support materials.

Although ESOL unit standards expire in December 2015, it is recommended that you adopt EL unit standards before then. ELL PLD facilitators are supporting teachers as they develop their understanding of effective assessment using the new standards. The EL Unit Standard Assessment sub-group on the Secondary ESOL Online *Virtual Learning Network* (VLN) is now active as a channel for the free exchange of ideas and resources out of the public arena. If you wish to join this group, please contact your regional facilitator. We need to know your full name, which school you are working in, and your email contact details.

## NZQA Best Practice Workshops (BPW)

Further NZQA *Making Judgements* BPW for EL and English for Academic Purposes (EAP) unit standards are scheduled over the next two terms. These provide invaluable assessment guidance for teachers.

It is important to register for these workshops early, as they will not go ahead if numbers are low. The Palmerston North EL BPW was cancelled for this reason, but NZQA is considering rescheduling this for November with sufficient registrations. See side bar for details.

## ESOL Funding

ESOL funding applications for Period 2 (Terms 3 and 4) 2014 are due on 1<sup>st</sup> August. If you are transitioning to the use of the *English Language Learning Progressions* (ELLP) for funding assessment purposes, please read the relevant Ministry of Education web page and related downloadable documentation carefully. See side bar for details.

### TESOLANZ News

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

### EL Unit Standards

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

### EL Unit Standard L3-L4 Assessment Support Material

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/assessment-support-material/el-resources/>

### NZQA Best Practice Workshops Making Judgments: EL Unit Standards

Auckland: 28<sup>th</sup> August  
Hamilton: 25<sup>th</sup> September  
Christchurch: 20<sup>th</sup> November  
Dunedin: 21<sup>st</sup> November  
Napier: 27<sup>th</sup> November  
Palmerston North: Date tba  
<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

### NZQA EAP Home page

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

### NZQA EAP Best Practice Workshops

Auckland: 12<sup>th</sup> September  
Wellington: 19<sup>th</sup> September  
Christchurch: 21<sup>st</sup> November  
<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

### 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/>

### ELLP for funding assessment purposes

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

## Key messages to support refugee background English language learners



### What is important to know to support ELLs from a refugee background?

ELLs from a refugee background have unique and complex needs. In addition to requiring support for their English language development they and/or their families are highly likely to have experienced trauma before being resettled in New Zealand. They require much support in many areas.

### Who is a quota refugee?

The three main categories for refugee resettlement in New Zealand are:

1. quota refugees
2. family reunification
3. asylum seekers

The majority of ELLs arriving in New Zealand schools would have arrived under the quota refugee programme. Once a quota refugee arrives in New Zealand he/she is given permanent residency and associated rights and benefits. They are New Zealand residents. For more information refer to the Immigration New Zealand Resettlement fact sheet at

<http://www.immigration.govt.nz/migrant/general/generalinformation/media/refugeefactsheet.htm>

### What information is available to the school?

Those arriving as quota refugees will generally spend their first six weeks in New Zealand at the Mangere Refugee Resettlement Centre. Here they have an introduction to New Zealand education as well as orientation programmes and health assessments. The Auckland University of Technology (AUT) is contracted to provide the educational programmes. See:

<http://www.aut.ac.nz/community/aut-in-the-community/centre-for-refugee-education>.

All students receive a report at the end of their time with AUT. It is recommended that your school requests this report from the family or support volunteer for enrolment. It includes valuable data on the reading, writing, speaking and listening ELLP stages of the ELL, as well as recommendations for class placement. The report can also be requested from your regional MOE Refugee Education Coordinator. For contact details see:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/EnglishForSpeakersOfOtherLanguages/FundingSupportInitiatives/Refugees/RefugeeSupport.aspx>.

Generally each family has a Red Cross trained support volunteer and it can be helpful to have regular contact with them. It is important that a trained interpreter is employed at enrolment and when required to ensure all relevant information is able to be given to, and received by, the student and their family. Possible contacts for these services include: <http://ethnicaffairs.govt.nz/browse/language-line> and <http://www.interpret.org.nz>.

### There is a wealth of information available to support you. Please refer to the following websites and resources:

- Ministry of Education for information about supporting former refugee ELLs <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/EnglishForSpeakersOfOtherLanguages/FundingSupportInitiatives/Refugees/RefugeeSupport.aspx>  
Links to MOE policies and documents to support former refugees can be found at <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Professional-support/Ministry-policies-and-documents>.
- NZ Red Cross Refugee Services at <https://www.redcross.org.nz/what-we-do/in-new-zealand/refugee-services/>
- The UN Refugee Agency <http://www.unhcr.org/cgi-bin/telex/vtx/home>
- Teaching Refugees with Limited Formal Schooling <http://teachingrefugees.com.66-18-244-250.previewme3.net/>.

For further information and support

#### National Secondary PLD Facilitators for ELLs and Home School Partnerships

[juliet.fry@canterbury.ac.nz](mailto:juliet.fry@canterbury.ac.nz) (National coordinator & Southern Region) [stephanie.dodd@canterbury.ac.nz](mailto:stephanie.dodd@canterbury.ac.nz) (Lower North Island, Nelson and Marlborough) [petronella.townsend@canterbury.ac.nz](mailto:petronella.townsend@canterbury.ac.nz) (North) [simon.crosby@canterbury.ac.nz](mailto:simon.crosby@canterbury.ac.nz) (North) [julie.luxton@canterbury.ac.nz](mailto:julie.luxton@canterbury.ac.nz) (Central North)