

This national newsletter is produced by the English Language Learners and Home Schools Partnerships national facilitation team, as part of supplementary PLD support for schools, from Mau ki te Ako project partners University of Canterbury, University of Otago and Ngāi Tahu.

National Newsletter: English Language Learners

Information and resources from Ministry of Education contracted Professional Learning and Development (PLD) facilitators for leaders and teachers in secondary schools | Term 3 2016

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Communities of Learning and ELLs

What are Communities of Learning (CoLs)?

CoLs are groups of schools, kura and ECE that come together to raise achievement for children and young people by:

- sharing expertise in teaching and learning
- supporting each other
- working together, so a child's journey through the education system is easier.

What are CoL achievement challenges?

CoLs come together to discuss and analyse data and factors affecting achievement for students in their Community. These form the basis of the achievement challenges that every Community develops and agrees to work on over several years. The endorsement of the achievement challenges is an important step in the development of the CoL and its supporting frameworks.¹

How can we make ELLs visible in exploring achievement challenges?

It is important that information about ELLs is considered in setting these achievement challenges. Sources additional to those suggested in the 'Basket of Evidence' (Appendix 1 [Communities of Schools Tips and Starters: Working Together](#)) include information such as length of time in NZ, ethnicity, home languages, *English Language Learning Progressions* (ELLP) stages, as well as a range of achievement data.

The [Mt Roskill Puketāpapa COL](#) provides an example of documentation that includes some discussion of the diversity in their schools and the ELLP stages of different groups of students. Refer to pages 3 and 4 of this newsletter for a sample format for mapping students' ELLP stages across a COL. It could be useful to discuss this information with your COL leaders to ensure that the needs of ELLs are considered in setting achievement challenges.

In consulting with the community it is also important to consult with different community groups, using interpreters as appropriate.

¹ <http://www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/#CosAcrossTheCountry>

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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 years of age (Circular 2012/01).

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

Useful Links

Healthcare – where should I go?

The 'Your Local Doctor' website www.yourlocaldoctor.co.nz has been revamped and can be viewed in either English, Chinese or Korean, and in Hindi. Go to the [Useful Links](#) page to access the *Healthcare - where should I go?* Videos on the NZ health and disability system plus other health services and resource links are available in a variety of languages.

Rio Olympic Games, 5 - 21 August

A selection of ideas to help you incorporate the 2016 Rio Olympics into your teaching programme:

<http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Rio-Olympic-Games>

National events and The New Zealand Curriculum

This tki page has links for the Pasifika Language Weeks and other events of cultural significance:

<http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC>

School partnerships self-audit tool

How do you gather and analyse information from your school's community to gain an understanding of different strengths, gaps, and needs?

<http://nzcurriculum.tki.org.nz/Principles/Community-engagement/Tools/Self-audit-tool>

NZQA English Language Unit Standard Making Assessor Judgements Workshops

Workshops have been scheduled in three centres to date. To register, go to the appropriate link below:

Wellington (August 9th)

<https://english-language-making-assessor-judgments-wellington-9th.lilregie.com>

Auckland (October 25th)

<https://english-language-making-assessor-judgments-auckland-25th.lilregie.com>

<https://english-language-making-assessor-judgments-hamilton-27th.lilregie.com>

Further registrations are required for the workshops in Auckland and Hamilton to be confirmed.

Workshops may be scheduled for Christchurch and Dunedin through the PLC clusters.

For further information or guidance about the registration process, please contact workshops@nzqa.govt.nz.

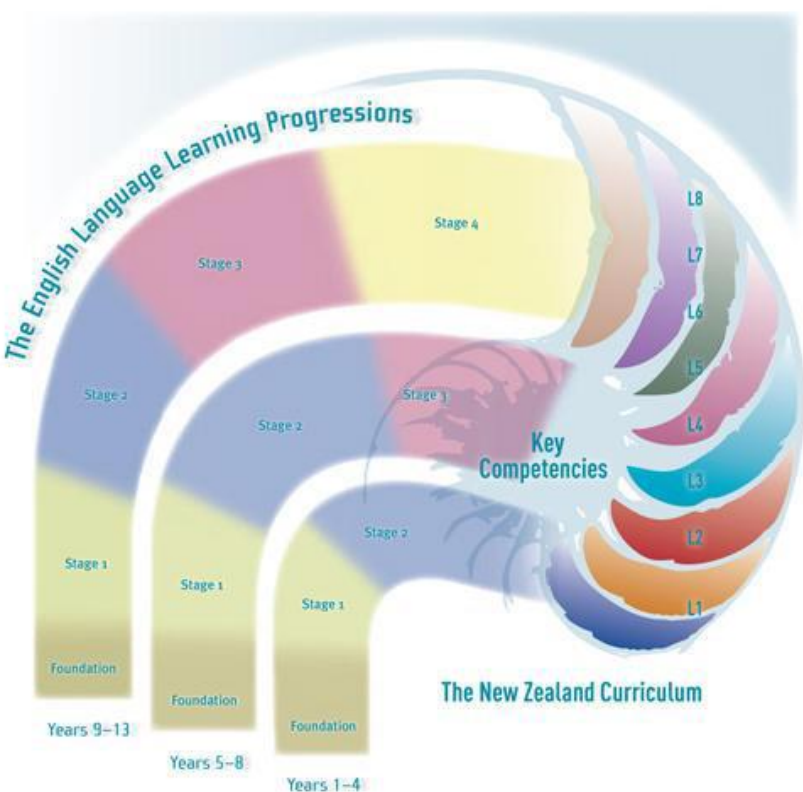
CLESOL Conference

A successful CLESOL conference was held in Hamilton this month. The CLESOL co-convenors plan to post many of the conference Powerpoint presentations on the TESOLANZ website at <http://www.tesolanz.org.nz/>.

The 2018 CLESOL conference will be held in Christchurch. Teachers are encouraged to plan ahead to participate in this conference as presenters and/or delegates.

Evidence in the basket

English Language Learners in our Community of Learners – ‘Hukarere COL’ (1 secondary, 1 intermediate, 2 primary schools)



ELLP Stages	General Descriptors
Stage 4 (Years 9 - 13)	Students can communicate effectively in English for most curriculum contexts relevant to their year-level and in a variety of social contexts. Read and write across a variety of long and complex texts across learning areas with few inaccuracies. Adapt language according to audience and purpose.
Stage 3 (Years 5 - 13)	Students can communicate adequately in English for most curriculum contexts relevant to their year-level. Use varied and complex language structures in English with inaccuracies that do not affect meaning. Can communicate ideas with reasonable fluency. Can write texts that are sustained, organised at paragraph and/or text level.
Stage 2 (Years 3 - 13)	Students can talk and write about curriculum content with some organisation of ideas. Use standard word forms and sentence structures but not always accurately. Can communicate in a range of situations. Can write text that includes deliberate vocabulary and attempts varied sentence forms. Can use basic paragraph and text structures.
Stage 1 (Years 1 - 13)	Students can talk and write about curriculum content when provided with simple models. Use non-standard word forms and sentence structures. Can communicate in short face-to-face interactions. Can read and write short predictable texts if supported.
Foundation (Years 1 - 13)	Students can say and understand formulaic phrases and some words in English. Speaking and writing is hesitant and shows influence of another language. Can read and write a few words and phrases with high frequency words and use learnt topic-specific vocabulary.

Tapestry of English Language Learners in the 'Hukarere COL' schools

	Year 1-2	Years 3-4	Years 5-6	Years 7-8	Years 9-10	Years 11-13	# of ELLs at each stage
Stage 4						🌸 R	3
Stage 3					🌸🌸🌸🌸 🌸🌸 🌸🌸	🌸🌸 🌸 I I 🌸	17
Stage 2			🌸 🌸🌸	🌸🌸🌸	🌸 🌸🌸🌸🌸	🌸🌸 🌸🌸🌸🌸🌸🌸 R I	24
Stage 1	🌸 🌸🌸	🌸 R	🌸 🌸🌸🌸	🌸🌸🌸🌸🌸 🌸🌸🌸🌸 🌸🌸🌸🌸🌸	🌸 🌸🌸🌸🌸 R	🌸🌸🌸🌸	36
Foundation	🌸🌸🌸 🌸🌸	🌸🌸🌸 🌸🌸	🌸🌸🌸 🌸🌸🌸🌸		R		23
# of ELLs at each year level	10	9	15	20	22	27	103

Key: Each symbol represents one English language learner (ELL):

New in 2015

Continuing

NZ-Born

🌸 = Pasifika 🌸 = MELAA 🌸 = Asian 🌸 = European **I** = International student **R** = refugee background