

ESOL

Rationale: Large numbers of English Language Learners (ELLs) are enrolled at Gladstone Primary School. They come with diverse cultures which enrich our school community. Additionally, they have specific learning needs that require curriculum differentiation in order for them to become proficient speakers and users of the English Language.

Area	Explanation	Procedures/Timelines	Responsibilities
Enrolment	<p>ELLs are entitled to additional funding if they meet the criteria in any of the following categories:</p> <ul style="list-style-type: none"> • Students from Refugee Backgrounds • Students from Migrant Backgrounds • New Zealand born students <p>To access this funding the school must collect evidence to demonstrate entitlement (see section under assessment)</p>	<p>Enrolments are through the office staff using the Gladstone Enrolment form. The Principal carries out the Enrolment Interview</p> <p>The following information is required:</p> <ul style="list-style-type: none"> • First language • Ethnicity • Country of Birth • Birth Certificate, passport and/or student visa • Proof of Permanent Residency or Official Immigration Documents • Parents country of birth • Date of arrival in NZ • Enrolment information is duplicated and forwarded to the Director of Guidance and Support • Teachers are also informed their new student is an ELL • If they are a new Entrant/Yr 0 Transition visits are encouraged before the child starts at Gladstone • All other students have a “buddy” assigned and a same language contact 	<p>Office Administration Staff</p> <ul style="list-style-type: none"> • Check the Enrolment Form is fully completed • Photocopy documentation • Enter data onto school and MOE database • Consult with AP’s regarding student placement

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Placement	ELLs at Gladstone are placed with their age cohort. Our expectation is a teaching and learning programme will be developed to meet their learning needs	Once a child is placed in a classroom the teacher is responsible for ensuring gathering information about the student to assist with relationship building and to facilitate a smooth transition to Gladstone	Senior staff make placement decisions. Classroom teachers access student enrolment information via their computers in addition to the information they are given from the enrolment interview

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Orientation for new students	ELLs have specific needs so they need to feel secure in what will be a foreign environment for them. Initial attention to their needs can play an essential role in preparing them for their learning programmes As with all students, teachers need to get to know them to form positive learning relationships	<ul style="list-style-type: none"> • Orientation by setting up a supportive buddy system for classroom and playground familiarization • Learn to say the students name correctly and ensure they know the teacher, key staff and buddies names • Be aware of changes to the timetable that may cause anxiety for the student e.g. assemblies, visits, change of teacher, extra curricula activities • Initially, a low key approach for the first few days will give the student time to observe and get a feel for the environment. This could involve the teacher working quietly with the student and/or 	The classroom teacher is responsible for the student; Selects buddies to support them and ensure the buddies know what is expected of them. <ul style="list-style-type: none"> • Seek guidance and support from the Director of Guidance and Support/Learning Support teacher

		<p>in small groups</p> <ul style="list-style-type: none">• At appropriate times introduce the student's language into the classroom programme e.g. greetings, colours, numerals• Spend time with the student gaining their confidence and finding out about their background. A picture genogram can be a useful tool• If there are other students from the same background within the school, involve them in the orientation and support of the student• Seek input and build relationships between home and school (using an interpreter if appropriate). It is stressed at the enrolment interview that parents or their support person contacts the school immediately if they feel the student is having difficulty adjusting to the school environment	
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Assessment	<p>Accurate assessment data will determine the focus for their learning programmes.</p> <p>Language barriers may inhibit the collection of this information.</p> <p>Standardized norm referenced assessments may not be appropriate for ELLs.</p> <p>A separate folder of early literacy assessments can be found in the ELL resources.</p>	<ul style="list-style-type: none"> • Initially, observation of interactions between peers and conversing with the student will give the teacher valuable information about their social and language skills • Observation in small groups or individual work will assist in determining where to begin with assessment tasks • Become aware of the criteria for ESOL Funding Applications (ELLP Assessment) as a means to determine the levels of the students ability in English (copies of these forms can be found in the ESOL Teacher Support File, online or through the teacher with ESOL responsibility). This is a useful guide in initial assessment of the student • A student must attend for two terms before they are eligible for MOE funding support. (NZ born). New Immigrants to New Zealand are eligible for funding immediately • Generally by weeks 4 to 6 assessment data will be used to determine the students teaching and learning 	

		<p>programme.</p> <ul style="list-style-type: none"> • Ensure the same assessments are repeated to track progress over time. Data will be analysed and summarised. A record of progress will be kept • ELLs will be assessed and reported on using the School Year level expectations • Teachers use assessment and observational data to make an 'overall teacher judgement' to record the student's achieved stages of English language on The English Language Learning Progressions (ELLP) 	
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<p>Teaching and Learning Programmes</p>	<p>Assessment results will guide the development of an appropriate modified teaching programme for the student To support inclusion the ELLs will work on the same curriculum areas as the other class members but may be working on an adaptive programme to address their learning needs</p>	<ul style="list-style-type: none"> • An ESOL Learning Plan will be developed • Entry levels will be identified from assessment data • Students entering into the new entrant class will be included in the early literacy programme of the classroom • All students are eligible for Learning Support • On-going assessment (formative and summative) will be an integral part of the programme 	<p>Classroom Teacher will</p> <ul style="list-style-type: none"> • Identify achievements and the next learning step • Seek guidance from the Director of Guidance and Support/Learning Support teachers on programmes available • Familiarise the buddies with their role to ensure they have the skills to assist the ELLs • After set timeline (usually one term maximum 2 terms) re-assess the student • Share outcomes with the Senior Staff and Learning Support Teachers
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Teaching Strategies	<p>A New Zealand classroom may be the first time an ELL has been in a classroom or may be entirely different to their classroom experience in their country of origin. A variety of teaching strategies will support the student and ensure they have many opportunities to learn and achieve</p>	<p>See ESOL Resources File for suggested teaching strategies. Where possible, programmes will be delivered in the classroom environment. Any withdrawal delivery will be dependent on the individual student's needs, have clearly defined goals and will be viewed as a short term intervention only</p>	<p>The classroom teacher is responsible for the ELLs class programme</p>

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Reporting Requirements	<ul style="list-style-type: none"> Under NAG 2A the BOT with principal and teaching staff is required to report to students and their families on their progress and achievement ELLs are included in reporting to BOT, parents/caregivers timeline including Three Way Conferences, written reports and achievement data 	<ul style="list-style-type: none"> ELLs will be reported in Gladstone reporting When meeting with parents consideration will be given as to whether to include an interpreter (could be an older sibling, family friend etc.) to help with communication 	<ul style="list-style-type: none"> Classroom teachers - the gathering and entering of data and reporting to parents/caregivers
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Funding Applications	<p>The New Zealand Government provides extra resourcing to schools to assist them meet the needs of their ELLs.</p> <p>Application processes occur twice a year on the ELLP assessment forms in term 1 and 3.</p> <p>At Gladstone the ESOL funding is allocated to Learning Support staffing and resources.</p> <p>A New Zealand born ELL must complete two terms of mandatory attendance before being eligible for a funding application.</p> <p>All other ELLs are eligible immediately</p>	<ul style="list-style-type: none"> Teachers use classroom assessment data (including ELLP) to complete the forms All information is collated by the Director of Guidance and Support and submitted to the MOE Copies of the forms and criteria are available in the ESOL Resources File 	<p>Classroom Teacher</p> <ul style="list-style-type: none"> Complete classroom assessments including ELLP Complete ELLP assessment form <p><u>Director of Guidance & Support Teacher</u></p> <ul style="list-style-type: none"> Ensure all eligible students are identified and ELLP assessment forms are given to staff and timelines set Co-ordinate and oversee a moderation meeting if necessary Get sign off from Principal and ensure applications are submitted in time to meet deadlines

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Teacher Aide Assistance	Learning Support Staff are important members of the team supporting ELLs at Gladstone. Their assistance adds to the support available to all children and considerably enhances the learning environment. Learning Support timetables are determined after consideration of the ESOL funding and the needs of the students	Timetables are developed each term. The Learning Support teacher will consult with teachers of ELLs re needs and timetables. Learning Support timetables will then be developed to best meet the needs of the students. The teacher determines the learning needs of the student and develops a plan to meet those needs.	All employment related issues of Support staff are the responsibility of the BOT and principal. The classroom teacher is responsible for developing the Teaching Plan.
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Resources	ESOL resources for teachers are located in the Resource Room. These resources will include material pertaining to the practices adopted at Gladstone and material for teachers to use in their classroom programme. Teachers are encouraged to add copies of material they have found of value and lessons/strategies they have used effectively	<p><u>Gladstone Practices and procedures</u></p> <ul style="list-style-type: none"> • ESOL File (MOE Docs) • Student Information <p><u>MOE Resources</u></p> <ul style="list-style-type: none"> • Non-English Speaking Background Students. A handbook for Schools (1999) • English Speakers of other Languages (Information for Schools) includes a number of booklets <ul style="list-style-type: none"> ○ ESOL Progress Assessment guidelines(2005) ○ Resourcing information ○ ESOL Assessment Guidelines (1999) ○ Refugee Student Info ○ International Student Info • Talanoa Ako Pacific Education Talk and DVD Connections and Conversations (2008) • The English Language Intensive programme Resource (2008) a 	

		<p>programme to support students</p> <ul style="list-style-type: none"> • The English Language Learning Progressions (2008) <p>Three booklets:</p> <ul style="list-style-type: none"> ○ The English Language Progressions: Introduction ○ The English Language Progressions: Yrs 1-4 ○ The English Language Progressions: Yrs 5-6 <ul style="list-style-type: none"> • Supporting English Language Learning in Primary Schools (SELLIPS) (Yrs 1-2, 3-4, 5-6 and 7-8. Resource for teachers) • DVD – Using the ELLP Matrices: practical guide to tracking progress of English Language Learners (ELL) • New to New Zealand – Ethnic Communities in Aotearoa: A handbook. Provides background information on countries of origin • ELLP online modules and ELLP online resource 	
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Use of Outside Agencies	At times the needs of students or the need to develop teacher knowledge and skills will necessitate using agencies and support from outside the school	An initial assessment combined with sufficient time for students to adjust will be the first steps for including ELLs. Behaviour issues or on-going learning difficulties will indicate a need to refer to outside agencies for support. This may involve RTLB, Special Education/MOE ESOL Advisors or other professionals supporting schools.	Director of Guidance and Support to be aware of PD opportunities and individual teacher or whole school needs.

		<p>The referral will be completed in consultation with Learning Support staff and senior staff. The Director of Guidance and Support makes the referral to outside agency. Professional development will sought to address the development of staff knowledge and skills</p>	
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Director of Guidance and Support and Learning Support	Communication and effective systems ensure the learning needs of ELLs are successfully met	<p>The Director of Guidance and Support knows the ELLs and their placement</p> <ul style="list-style-type: none"> • Inform teachers at the beginning of the year of the resources, support and Gladstone ESOL expectations • Gather data at the end of Term 2 and 4 to complete ELLP assessment matrix • Inform staff, co-ordinate, moderate and ensure ESOL applications are submitted by the due date in Terms 1 and 3 • Keep documentation and resources organised, accessible and up to date • Purchase new resources when available • Be the spokesperson for ESOL for Gladstone 	