

# **TIRIMOANA SCHOOL**

## **ESOL/ENGLISH LANGUAGE LEARNERS POLICY**

### **RATIONALE:**

Students for whom English is a second language require additional support in order to achieve successfully in the New Zealand Curriculum. It is also important for English language learners that the school environment acknowledges and values the student's culture, heritage and first language.

### **PURPOSE:**

- To provide a framework for appropriate additional learning support for ESOL students in the school.
- To acknowledge the importance of first language learning.
- To ensure all students from Non English Speaking Backgrounds (NESB), all students whom are learning English as Speakers of Other Languages (ESOL), and who are English Language Learners (ELLs) are able to achieve success in all Learning Areas of the New Zealand Curriculum.

### **GUIDELINES:**

1. ESOL/NESB/ELL students will be identified and assessed in terms of their English language proficiency by teachers and/ or ESOL staff.
2. Where appropriate application will be made to the Ministry of Education for ESOL funding to support English language learning.
3. The school will maintain appropriate records of achievement, assessment and IEPs for all ESOL funded students. These will be available whenever an ESOL Audit is required.
4. The ESOL team of teachers, English Language Assistants and Teacher-aides will be supervised by a member of the Senior Leadership team to ensure coordination and allocation of resources to support English language learning across the school.
5. The Board of Trustees will annually include staffing and resources to support the ESOL programme in the school.
6. For all children the classroom teacher will be the key provider of learning opportunities in the classroom, and will be expected to adapt their teaching to meet the needs of ESOL students.
7. Where appropriate teachers will use the English Language Learning Progressions as a guide to learning and assessment expectations.
8. Teachers will identify and teach key English vocabulary and language structures to scaffold learning across all Learning Areas.
9. Where appropriate teachers will acknowledge and encourage first language ability and interest.
10. All ESOL funded students will receive additional learning support from a specialist teacher, an English Language Assistant or a teacher aide. This will be delivered either in class or in a withdrawal setting.
11. International Students will receive English language learning support on the same basis as ESOL students, with funding from the Board of Trustees through payment of an International Students fee.
12. Reporting of progress may include ELLPs.
13. Each year the school will focus on recognising and celebrating the different ethnic and cultural backgrounds of students.
14. Whenever possible and necessary, first language interpreters will be provided for students and parents.
15. Professional development in meeting the learning and social needs of ESOL/NESB students will be provided for all staff and for key personnel as and when required.
16. Enrolment of all ESOL students will follow the attached procedures.

## **PROCEDURES:**

### **1. Enrolment**

- 1.1. ESOL students are enrolled by Principal, Head of Departments or ESOL Coordinator.
- 1.2. On enrolment, details of the student's ethnicity, place of birth, language spoken at home, and time in New Zealand shall be taken.
- 1.3. Appropriate documentation must be sighted to establish residency
  - Birth certificate
  - Passport
  - Student or Residency Visa
  - Refugee Status confirmation
- 1.4. A photocopy shall be made of the child's birth certificate or passport. If the ESOL student was born in New Zealand, a photocopy of the parents' passport will be needed.

### **2. Assessment**

- 2.1. If the student has transferred from another school in New Zealand, their MOE ESOL number will be requested.
- 2.2. For new arrivals to New Zealand, an initial ESOL assessment shall be made after two weeks by the classroom teacher or ESOL teacher aide to determine placement within ESOL programme
- 2.3. ESOL students will be assessed using appropriate assessment tools according to the ESOL Funding Assessment Guidelines

### **3. ESOL Funding Application**

- 3.1. Regular updating of the ESOL assessment shall be done at the end of June and November each year. These assessments will be carried out by the classroom teacher. Assistance can be sought from the ESOL staff or the HODs.
- 3.2. The results of these assessments will be collated and sent to the MOE by the specified date to establish their entitlement for Ministry of Education ESOL Funding.
- 3.3. The Principal updates ESOL status List and makes new application for funding.

## Acronyms

As in all specialist fields, a number of acronyms are commonly used in relation to ESOL. It is helpful to clarify how some of these acronyms are used to ensure that there is consistency in their use.

<b>Acronyms</b>		
<b>ESOL</b>	English for Speakers of Other Languages	ESOL refers to programmes, teachers, Resources and funding.
<b>ELLS</b>	English language learners	This term is used to describe students who are new learners of English.
<b>L1</b>	First Language	Refers to a student's mother tongue, which is usually the language spoken at home.
<b>EAL</b>	English as an Additional Language	EAL is usually used in reference to adult English language courses.
<b>NESB</b>	Non English Speaking Background	NESB can generally be replaced by ELLs which has more positive connotations
<b>TESOL</b>	Teaching English to Speakers of Other Languages	TESOL refers to professional development courses e.g. university diplomas
<b>TESSOL</b>	Teaching English <b>in Schools</b> to Speakers of Other Languages	TESSOL also refers to professional development courses. The Ministry supports teachers in schools in gaining TESSOL qualifications through the provision of part-time tuition fee scholarships
<b>Resources</b>		
<b>ELLP</b>	English Language Learning Progressions	Commonly known as 'E double L P'. Mainstream and ESOL teachers can use ELLP to monitor students' progress in speaking, listening, reading and writing.
<b>ELIP</b>	English Language Intensive Programme	The ELIP folders (Primary and Years 7-13) offer key programming guidelines for beginning to advanced ELLs.
<b>SELLIPS</b>	Supporting English Language Learners in Primary Schools	Provides suggestions for developing ELLs' academic, cross-curricular language and scaffolding their learning so that they can achieve at their appropriate stages.