Non-English-Speaking-Background Students

A Handbook for Schools

Ministry of Education

Learning Media
Wellington
Because English is the language of most New Zealanders and the major language of national and international communication, all students will need to develop the ability and confidence to communicate confidently in English, in both its spoken and written forms. Provision will be made for students whose first language is not English.

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Foreword

This handbook clarifies policies and practices that help schools to cater effectively for students from non-English-speaking backgrounds (NESB students). The handbook is intended for principals, boards of trustees, and school management in primary and secondary schools and will also be useful to teachers. Its purpose is to provide schools with an overview of school-wide implementation considerations and examples of current good practice in New Zealand schools.

In 1997, schools received two Ministry of Education publications that related to their ESOL (English for Speakers of Other Languages) programmes. The research report Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools described an exploratory study of programmes and support in a sample of New Zealand schools that had significant numbers of NESB students. A pack called Non-English Speaking Background Students: ESOL Resourcing Information provided information about the new policy and procedures for funding NESB students. This year (in 1999), schools with ESOL-funded students have received Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines to help them to assess their NESB students diagnostically for funding purposes.

Professional development programmes for teachers focus primarily on classroom teaching and learning strategies. This handbook is designed to complement these programmes by enabling schools to develop appropriate policies and procedures that support the work of teachers in classrooms.

The book discusses the language needs of NESB students and stresses the importance of knowing and appreciating different ethnic communities and their cultural practices, encouraging students to maintain their first languages, and developing positive attitudes to diversity and good race relations within the school community. It includes information and advice about assessing, meeting, and monitoring NESB students’ needs in all areas of the curriculum and about communicating with their parents and communities.

It also includes examples of “best practice” policies and strategies for New Zealand schools and provides references to resources that schools can access for information and support.

I am grateful to all the writers, teachers, advisers, and consultants, including Ministry of Education staff, who contributed to the development of this book. In particular, I would like to acknowledge the writers, Jae Major, Ruth Penton, Jenni Bedford, Margaret Kitchen, Pauline Larkin, and Kerry Macdonald.

[Signature]

Howard Fancy
Secretary for Education
Introduction

The New Zealand Curriculum provides all students with equal educational opportunities.

The school curriculum will recognise, respect, and respond to the educational needs, interests, and values of all students; both female and male students; students of all ethnic groups; students with different abilities and disabilities; and students of different social and religious backgrounds. ...

The New Zealand Curriculum reflects the multicultural nature of New Zealand society.

The school curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued.

The purpose of this book is to provide information and suggestions for boards of trustees, school principals, and staff who are responsible for managing students from non-English-speaking backgrounds. It is intended to help schools to develop policies, procedures, and programmes to meet the needs of these students. The book will also be useful to mainstream teachers who have NESB students in their classes.

The number of NESB students in New Zealand’s school system leaped from 45,916 to 68,208 between 1992 and 1997, and numbers continue to increase. Many of these students come from the Pacific countries of Samoa, Tokelau, Tonga, Fiji, Niue, Tuvalu, and the Cook Islands, from European countries such as Bosnia and Serbia, and from Asian countries such as Cambodia, China, India, Taiwan, Korea, the Philippines, Malaysia, and Sri Lanka. Some come from other areas, including Iraq, Chile, Lebanon, Ethiopia, and Somalia. Most NESB students are members of immigrant families, but a significant number are refugees.

The majority of New Zealand’s NESB students are in Auckland. Seventy-five percent of all students receiving ESOL funding live there. Smaller groups and individual families live in communities in many other parts of New Zealand. In December 1998, 850 of New Zealand’s primary and secondary schools were receiving funding to support 23,000 NESB students altogether through ESOL programmes.

In 1995, Shelley Kennedy and Sharon Dewar of the Ministry of Education undertook a research project that identified key issues relating to ESOL programmes and published their findings in Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools, which was sent to all New Zealand schools with NESB students. This handbook may be treated as a companion to Kennedy and Dewar’s work; the two are complementary. (Complete publishing details for all the books referred to in this book are given on pages 76–7 in Appendix C.)

Chapter 1 of this handbook describes the range of NESB students in New Zealand schools, presents a few case studies, and examines some of the factors that influence the learning of NESB students. Chapter 2 focuses on the concept of the inclusive school, looking at ways of representing and valuing diverse multicultural communities and communicating effectively with families from a variety of cultures. Chapter 3 discusses school policies and procedures for enrolment, initial assessment, placement, orientation, and developing appropriate resources. Chapter 4 looks at ways of solving the problems associated with assessing NESB students, discusses some issues relating to tests, examinations, and qualifications, and offers some ideas for how schools can record students’ progress.

Chapter 5 discusses a range of ESOL programmes and strategies that schools may adopt and gives some examples of how schools have modified or created programmes to meet the needs of their NESB students. Chapter 6 emphasises the fact that every teacher is
a teacher of language and suggests ways that mainstream classroom teachers can teach language across the curriculum. Chapter 7 sets out options for staff professional development in ESOL teaching.

Many Pacific Islands students in New Zealand schools are from non-English-speaking backgrounds. Some of these are new migrants and others have lived in New Zealand all their lives. Increasing numbers of Pacific Islands preschoolers living in New Zealand attend a Pacific Islands language nest and have comparatively little background in English when they reach school. It is important for schools to identify Pacific Islands students who are learning English as a second or additional language so that they can support them effectively.

It would clearly be possible to include some Māori students in the description “non-English-speaking-background students” (for example, refer to page 37 of Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools). However, the Ministry of Education pack ESOL Resourcing Information specifically instructs schools to “Omit … New Zealand Māori students from your [ESOL] application form.” For funding purposes, then, NESB students and Māori students are two different groups. For practical purposes within schools, many of the management approaches and learning strategies described in this handbook are effective with all students, and some of them will be particularly relevant to Māori students. Like NESB students, they may need to be helped to access the New Zealand Curriculum where English is the major medium of communication.

This book does not deal directly with bicultural and treaty issues in New Zealand schools. These issues are addressed in the section called Reconciling Being Bicultural with Being Multicultural on page 72 of Promoting Positive Race Relations in New Zealand Schools: Me Mahi Tahi Tātou, by Mary Donn and Ruth Schick.
Chapter 1
Students from Non-English-speaking Backgrounds

Who are NESB students?
"NESB students" is a term that is used in New Zealand, and in some other countries, to describe those students who speak a language other than English as their first language. The term is used for students from a wide range of ethnic, cultural, social, and economic backgrounds, including many who were born and brought up in New Zealand. Their life experiences, too, may vary greatly. Some NESB students are highly literate in two or more languages; others may have only limited proficiency in a single language. Some identify with two or more cultures; others know only one culture well and have not yet learned to feel safe outside that culture (which is also true of many monocultural English-speaking people). Some have well-developed academic and work skills; others have never had the opportunity to attend school before they reached New Zealand.

What are ESOL programmes?
ESOL programmes are provided by many New Zealand schools as additional or alternative programmes to help their NESB students learn to communicate confidently in English and cope with learning in the mainstream curriculum. Various kinds of programmes are used. Many NESB students will need to be involved in an ESOL programme for a period of time – the length of time will depend on the individual student’s needs. A few will need only a little support.

The Ministry of Education provides additional funding for students who need substantial support in learning to communicate in English. This funding may continue for up to three years. (Refer to page 39 for more information.)

A Range of NESB Students
Schools should not classify their NESB students as a homogeneous group. NESB students come from a variety of backgrounds and have a range of experiences and accomplishments that schools can build on and benefit from. Furthermore, like all other students, NESB students have specific personal strengths and needs and individual learning requirements. Refer to pages 8–10 in the Ministry of Education book Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines for examples of the range of students who may receive ESOL funding.

The case studies below feature a few particular NESB students and highlight their educational needs.

Case Study A

Lefata is a Samoan five-year-old who has just started school. He was born in New Zealand and is fluent in his first language, Samoan. He knows little English. Lefata’s parents speak Samoan at home but use English in daily interactions with others outside the home. They are not literate in Samoan but spend time telling Lefata and his younger sister stories about Samoa and retelling traditional tales. Lefata has been attending a Samoan language nest, but now he needs to develop English for school.

The school Lefata attends has a Samoan-language programme with a bilingual tutor. Lefata is developing English language along with his peers in his regular classroom, and twice a week he goes to a Samoan class where he is learning Samoan language and cultural activities. Lefata is making good progress. He feels positive about his first language, which he can use in the playground and in Samoan class. He also feels positive about learning English so that he can communicate with the other children in his class. Lefata’s parents hope he will learn to read and write in both Samoan and English.
Case Study B

Houng is a sixteen-year-old girl of Chinese ethnicity who arrived in New Zealand with her family in 1997 as a refugee from Cambodia. Houng was not able to go to school in Cambodia as it was thought that she was intellectually impa...
Case Study D

Chien Hung is thirteen years old. He was born in Tainan, Taiwan, and came to New Zealand in January 1998. Chien Hung lives with his mother and eight-year-old sister in Auckland, and his father works as a doctor in Taiwan. The family chose to come to New Zealand because of the safe lifestyle and the quality of the education system.

Before coming to New Zealand, Chien Hung had been learning English for one and a half years, forty-five minutes each day at school, but his most useful English lessons were his twice weekly early evening classes, particularly his oral classes, with his American tutor.

When he arrived at college in New Zealand, he felt afraid because he knew nothing about the school. He attended the orientation/reception class for three months and was mainstreamed only for maths and physical education. He found it useful having a Mandarin-speaking teacher working in the class. Now Chien Hung is mainstreamed for every subject but English, and he feels that he is coping reasonably well. He likes his teachers to check that he understands the class work, especially what the teacher has told the class to do orally, because he feels that he has the most difficulty with oral language. Although his father has told him to talk to his Kiwi classmates, he doesn’t find that they are always keen to talk with him.

When asked how he was finding school life, Chien Hung said that he would like teachers to organise more activities where Chinese and New Zealand students mix. He also said that he would like some time during each school day when lessons were not planned and organised but students could ask questions about their class work or about school life in general. Chien hung also misses having subject textbooks. He feels that if he had one, he could catch up at home on things he didn’t understand during the lesson. Instead, he makes do with an after-school tutor for an hour each day.

Case Study E

Nalesoni is a sixteen-year-old Tongan student who was born in New Zealand and brought up with Tongan as his first language. His parents taught him to read and write in Tongan. He had minimal English when he started school.

Although Nalesoni had some difficulty with hearing and pronunciation, he made satisfactory progress through the junior school with his English language development. When he was nine years old, Nalesoni was sent to Tonga to visit a sick Aunty, and a three-week “holiday” lasted for nearly three years. During this time, his attendance at school in Tonga was erratic and he made little progress in English language development.

On his return to New Zealand late in 1993, Nalesoni had difficulty settling into a year 6 class. He was still reading at a six-year-old level and could not cope with the mainstream classroom curriculum. He received some teacher aide assistance as an NESB student.

On arrival at intermediate school, he felt “left out” and struggled with his schoolwork. This was when he began to develop behavioural problems, and these continued through to secondary school. He also began to lose his ability to read and write in his first language, and this made it even harder for him to catch up with his peers in reading and writing English. In his third form year, his effort and attitude to learning slipped back as his low self-esteem and perception of himself as “stupid” was reflected in his lack of progress in all curriculum areas.

Nalesoni began to receive English Language Support (ELS) that initially targeted his emotional and social needs. As his confidence and self-esteem improved, so did his effort and attitude. With an ELS option, special tuition in reading and writing, and in-class support, Nalesoni began to make progress. By the end of year 10, he felt able to cope with the work expected in year 11.

Nalesoni is realistic about what he can achieve and feels pleased with his progress this year as a senior student. While he still struggles with work at School Certificate level, he feels supported by his ELS option, his maths and English partnership classes. He has achieved some success with unit standards in English and has chosen practical subjects, such as workshop technology, in which he has developed useful skills. Nalesoni has become a responsible and confident young man who can, with continued support, set achievable goals for himself.
The Recent Arrival

When a new migrant or refugee child arrives in their first New Zealand school, their situation is very different from that of the New Zealand-born new entrant. The whole family is involved in the process of resettlement and acquiring a new culture. This is a well-documented phenomenon and has particular features; for example, there is a complex interaction between an enthusiastic focus on the new culture on the one hand and culture shock on the other. The new settlers may feel insecure and dissatisfied.

Migrant students

Migrant students may feel “invisible” in the school. When their language and culture are not recognised in the new environment, migrant students are effectively marginalised – they have no place to stand. If they find no way to express themselves in terms of what they have previously valued, their self-esteem will suffer. They may perceive themselves as failures and blame themselves for their own unhappiness.

Adolescents, in particular, are at risk of being marginalised. They can feel trapped in a limbo between two cultures. They need access to both their heritage culture and the host culture, and they need to feel free to choose within the two cultural traditions. The school plays a critical role in providing them with opportunities to make such choices.

Refugee students

For refugee students, the situation is usually even more difficult because they bring with them the experiences associated with war and refugee camps. This often means that there is a significant gap in their formal education.

The attitude of the teacher is of paramount importance to these students. Refugee students need teachers who are patient and hopeful, who understand that they have missed out on schooling and must struggle with a whole new way of life, including an unfamiliar system of learning. They need a teacher who will appreciate their efforts and who expects them, in time, to do well. If the teacher gives up, the student will probably give up too.

Teachers sometimes express concern about whether it is right to impose standard school rules on children who have been exposed to violence. Such boundaries are often among the most helpful things schools can offer these children.

Experiencing success at school can help refugee students cope with their circumstances. It symbolises hope for the future.

Additional information on refugee students

The Ministry of Education pack Non-English Speaking Background Students: ESOL Resourcing Information, which was sent in 1997 to all schools, includes a section with information about refugee students and background notes on some quota refugee groups (on pages 8–12 of Pamphlet C).
Factors That Affect the Learning of NESB Students

Working with NESB students is often very challenging for teachers. The learning of such students is affected by a number of interrelated factors. School staff need to be aware of such factors so that they can address them in appropriate ways. In Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools, Shelley Kennedy and Sharon Dewar identified a number of factors that may affect the learning of NESB students. These factors include:

- the home environment
- prior educational and life experiences
- motivation and attitude to learning
- age
- competence in and maintenance of first language
- the language learning environment
- expectations for students
- individual differences.

The home environment

Students from homes where books are available and appreciated, time and space to study are provided, and children are encouraged to discuss real issues with their parents are likely to achieve better at school than those who don’t have these advantages. This is just as true for NESB students as it is for students who speak English as their first language. However, while school staff often have a general understanding of the home environments of most of their “Kiwi” students, many have little or no experience of the home environments of any of their NESB students. Socio-economic and cultural factors help to determine the extent to which the parents of NESB students are able to become actively involved in the schooling of their children.

What school staff need to know and can do

School staff should seek answers to the following questions. Bilingual interpreters and information-gathering forms like that shown in Appendix A can help make it possible to get detailed answers from non-English-speaking families. Some appropriate actions are suggested after each question.

What is the cultural environment in which this student lives, and has lived?

The student’s cultural environment includes the language, social organisation, customs, accepted behaviour, characteristics, and values of their family and ethnic community, from religious beliefs to dietary habits.

- Find out!

Seek information first from the family or local community. Information may also be available from the sources listed on pages 78–9 of this book and from books with information about the cultures of New Zealand’s varied ethnic communities, such as Ethnic New Zealand: Towards Cultural Understanding.
**Do the parents or caregivers understand and use the English language?**

In many cases, a family member may appear to be fluent enough in English to translate any discussion between school staff and parents who do not speak English. However, family members may have difficulty with issues of privacy and confidentiality, and the school may not be given the information that it needs. Students often learn to speak a new language more quickly than their parents do, but schools should avoid using students as translators and interpreters for adults.

- **Consider using an interpreter.**

  Schools can set up procedures for reaching and using interpreters. Community networks can suggest ways to access interpreters for families who are not fluent in English. Refer to pages 52–54 for suggestions about employing bilingual people.

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**How much does the family know about New Zealand schools and the New Zealand education system? Can the adults in the family read the information available from the school in their own language?**

The parents of newly arrived NESB students will be uncertain about their relationship with the school and its staff. They will want information that they can follow about their child’s school. They may want to know what role they can play in this new educational environment.

- **Provide information in their language.**

  If the family can read in their own language, it can be very helpful for the school to provide them with written information in that language. However, some families prefer personal, face-to-face contact, even when they are able to read.

- **Consider visiting them at their home.**

  In some situations, certain staff members might visit the family in their home. This can be especially useful when a bilingual person is available to help foster the link between home and school.

  However, be aware that some parents may initially feel uncomfortable when teachers visit the home, assuming that such a visit means that their child has behaved badly. With the support and help of someone who has status within the cultural community, schools can give visits a more positive connotation.

  Many NESB families are unfamiliar with the idea of parents being involved in the school programme. Schools may need to explain to parents how and why school and parents can interact and support each other.
How far is the family able to participate in the life of the school?

Schools should not make unrealistic demands on families. For example, in a particular case, the need to work long hours to keep the family fed and clothed could take precedence over attending school meetings or being a parent helper.

- Ensure that students and their parents are invited, but not pressured, to contribute to school activities.

Make the basic requirements clear and explain which contributions are “additional”. By maintaining good school records, schools can ensure that no students (including NESB students) are excluded from school events because financial input is required from families who cannot afford it and that families under stress are not asked to contribute in ways that are inappropriate for financial, cultural, or personal reasons.
Prior educational and life experiences

Like all learners, NESB students bring to school a range of skills, strategies, and expectations. In many cases, their experiences of education in their home country will strongly influence their expectations of what teaching and learning looks, sounds, and feels like. This will affect the way they respond to their new school environment and the way they relate to the principal and teachers as authority figures and role models.

What school staff need to know and can do

<table>
<thead>
<tr>
<th>Has the NESB student been to school at all? If so, has their schooling been interrupted?</th>
<th>Help students to learn basic classroom skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few NESB students have little or no formal educational experience to build on. Learners from war-torn countries, who have come here as refugees, are unlikely to have had normal, uninterrupted schooling in any language. These students face many challenges as they learn how to take part in mainstream classroom programmes. They may lack basic skills, for example, they may not know how to use school equipment like rulers and calculators, handle books, or manage their own interactions with other people.</td>
<td>Schools can set up a special programme for a student to identify and teach the specific classroom skills or processes that the student needs to learn. For new arrivals, it may be possible to use an in-class support person (an adult or peer, preferably bilingual) to help such students &quot;on the job&quot; until they have settled in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How competent is the NESB student in their first language?</th>
<th>Help students to develop and maintain first-language skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some older NESB students are not fully literate even in their first language, and this can lead to significant gaps in cognitive development. Competence in the first language supports the development of competence in a second language. Some students arrive in school without sufficient competence in any language to meet the complex demands of a school curriculum.</td>
<td>The priority for many of these students is to develop effective oral and written language skills in their first language. To help them, schools could plan and implement strategies and support systems that encourage them to maintain links with their first language and to continue developing it while also developing their English-language skills. Families have a key role in supporting first languages in the home and beyond. Some schools set up programmes to support this. Community groups often use school premises as a venue for after-school and weekend language-based programmes.</td>
</tr>
</tbody>
</table>
Many NESB students come from education systems where the usual styles of teaching are formal, where rote learning and content knowledge are emphasised, and where the teacher provides nearly all the information, transmitting it directly to students. Such students may at first find many of the learning activities commonly used in New Zealand classrooms (such as open discussion, co-operative group work, and independent student research) incomprehensible and hard to adjust to.

There is likely to be a period of "culture shock" for the students before they can adapt to the different set of expectations for learners that is part of the culture of a New Zealand school.

- **Help the students to adjust to the new system.**

During the adjustment period, staff should:

- be aware that the NESB students may be finding it a struggle to learn in ways that contradict their ingrained attitudes and deeply held beliefs about the relationships between teachers and learners;

- provide some activities and learning materials that allow NESB learners to operate in ways that are familiar to them (for example, where the student is from a formal education system, the school can offer some formalised language practice or familiar textbooks);

- allow both younger and older NESB students time to watch other students and to absorb the patterns of classroom activity without pressure to participate;

- explain to NESB students and their parents why a particular activity is undertaken and how it will help their English or their learning in a particular subject.

The relationships between New Zealand teachers and their students may also be much less formal than those that the NESB student has experienced in their home country, and the physical classroom environment and teaching materials may be quite different. In his paper "Newly Migrated Samoan Students in New Zealand Schools" (Many Voices 12, pages 21–28) Tufulasi Taleni quotes a Samoan teenager:

"The way children respond to teachers is incredibly unacceptable. It shows disrespect and it's bad manners as far as I'm concerned... I know I don't have to follow these behaviours or talk the way they talk, but I find it very unusual."
**Motivation and attitude**

An NESB student’s initial experience of their school environment has a significant effect on their attitude to school and their motivation to learn. Schools should provide a welcoming atmosphere, and staff should get to know their students, both individually and as members of their cultural group, to find out what motivates them.

**What school staff need to know and can do**

<table>
<thead>
<tr>
<th><strong>How is the student experiencing life at school?</strong></th>
<th><strong>What to do</strong></th>
</tr>
</thead>
</table>
| Is the student shy? lonely? surrounded by strange things? struggling with unfamiliar expectations? having difficulty communicating with peers? | • Give them time to become acclimatised.  
All new arrivals find many things strange to them at first and need adults and peers to show that they understand this.  
• Give them positive experiences of the new culture. |

School staff can help NESB students and their families to develop or maintain positive attitudes to the new culture by:

- ensuring that both the student and the family feel welcome to the school;
- having (within the school system) a person, preferably bilingual, who is willing and able to listen to the student’s concerns and can take the time to explain things to them or help them seek further help;
- taking steps to ensure that the student is accepted by other students in the school;
- accepting and valuing the student’s first culture and their prior experiences and finding ways to acknowledge these, both in the classroom and in the wider school.
Age

Because children learn their first languages so easily when young, some people think that learning English is easier for younger NESB students. However, there is very little sound, research-based evidence about the effects of age on language learning. One of the problems in comparing younger and older learners is that it is very difficult to separate the age factor from other factors, such as cognitive development and affective (emotional) factors. What evidence there is suggests that there are some differences, as listed here.

Older NESB students:

- learn at a faster rate initially;
- have an advantage over younger learners in that they have developed higher level cognitive skills;
- may find it more difficult to take risks with language and may be more concerned with accuracy;
- may tend to persist in certain specific errors in the new language more than younger learners do, perhaps because of “interference” from their first language, so that the errors become “embedded” in their English language usage.\(^1\) The more often an error is repeated or “practised”, the more it becomes part of the speaker’s learned pattern. Providing good models can help.

Younger NESB students:

- may start learning more slowly but are often particularly quick to pick up pronunciation;
- are at an earlier stage of cognitive development than older learners so cannot yet engage in the process of language learning with as deep an understanding;
- are often willing to take risks and make use of the English they do have, even if they are not sure that it is correct;
- are strongly motivated to become like everyone else in the way they speak English.

The conditions under which older and younger NESB students learn English at school are usually quite different.

Conditions in primary schools

For primary school students, particularly up to years 5 and 6, the learning environment is highly conducive to language learning because all the students are extending their vocabulary and learning to read and write.

- Language learning is likely to be a major focus of the teaching programme.
- The language used with younger students often refers to concrete objects and familiar events.
- The learning environment for younger students will offer plenty of opportunities for interacting with peers.
- Mistakes are more likely to be treated as part of the learning process, and there is less immediate pressure for students to produce fluent, accurate language.
- There is more time to listen, practise, and develop language knowledge.

\(^1\) The term “fossilisation” has been used for this phenomenon, but is now used less often because it suggests that the learning process has stopped and no further progress will be made.
Conditions in secondary schools

Secondary students are often expected (and expect themselves) to learn to use English in a short space of time. The language that they are exposed to will be more complex and demanding, and they will be expected to use language in specific and specialised ways across the curriculum. Teachers may need to ensure that they have a range of opportunities for language development, including opportunities to interact with their English-speaking peers.

What school staff need to know and can do

<table>
<thead>
<tr>
<th>What is the “receptive phase” or “silent period”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a period of time, in the early stages of acquiring a new language, when the learner is often silent – watching, listening, and developing familiarity with the patterns of the language they hear around them. This phase may last for as little as two weeks or it may go on for more than six months.</td>
</tr>
</tbody>
</table>

| • Allow the student the time they need. |
| • Acknowledge and accept the need for new learners of English, whatever their age, to experience a receptive phase or silent period. |

How can the school help students to learn English more quickly?

• Create a sound language-learning environment in which all teachers are effective language teachers.

Provide appropriate professional development — refer to Chapter 8. Chapters 6 and 7 suggest some basic programmes, strategies, and teaching approaches for language-oriented schools and class programmes. The list of professional reading in Appendix C includes books that describe ideas for extending these.

Competence in and maintenance of first language

NESB students who arrive in a New Zealand school already literate in their first language have a number of advantages. They have an understanding of how language works and experience in reading and writing. Despite cultural differences, they already have a framework for “being a student” — they have acquired some study skills and learning strategies. All of these factors greatly assist new NESB students to settle into the New Zealand classroom and begin to make sense of it.
Some NESB families believe that if they make an effort to speak English at home, this will help their child to become competent in English so that they can learn more easily at school. This is not necessarily so, and the use of English in the home may not be in the long-term interests of the family. Parents are better advised to maintain their first language and culture in the home and to encourage their child to go on developing literacy and new concepts in the first language.

NESB students who have explored topics in their first language will have a much stronger base from which to develop English skills than those who have suppressed their first language and therefore can only struggle to communicate, in English, about a limited range of topics and with a limited vocabulary.

NESB students have to learn a whole range of new concepts and skills in English – a far more complex and challenging task than just learning to speak a language. For younger learners, and those not literate in their first language, it is critical that first-language maintenance goes on at home and is supported in the school and in the home. Not only will continued development in the first language provide a bridge, allowing cognitive development to continue while English is being learned, but it is also likely to have a significant impact on the NESB student’s self-concept, confidence, and attitude.

### What school staff need to know and can do

<table>
<thead>
<tr>
<th><strong>How competent in their first language is this NESB student?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asking the right questions at enrolment, using a bilingual interpreter or enrolment form if necessary, will enable the school to be aware of the skills the student has at entrance.</strong></td>
</tr>
<tr>
<td><strong>Encourage first-language maintenance in every practical way.</strong></td>
</tr>
</tbody>
</table>

There is good evidence that maintaining and supporting their first languages assists NESB students’ English language development. Refer to page 53 for a list of some of the ways schools can support students in their first languages.

<table>
<thead>
<tr>
<th><strong>Do parents understand and appreciate the need to maintain the student’s oral skills and literacy in their first language?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents sometimes put pressure on a school to discourage students from maintaining and developing their first language because they think that first language use impedes the development of English. They perceive fluency in English to be an essential prerequisite for academic progress, and they are anxious for their student to learn English as soon as possible.</strong></td>
</tr>
<tr>
<td><strong>Explain to parents the importance of maintaining the first language.</strong></td>
</tr>
</tbody>
</table>

If necessary, enlist the services of a translator to help explain the great value of their first language to students. Their first language is the most valuable resource they have. When adults fail to foster the use of the first language, NESB students may lose competence in their first language before they develop their competence in English. This slows their cognitive development, causes them to lose self-esteem, and often leads to a negative attitude towards language learning. Refer to pages 51–4 for more on supporting and maintaining first languages.
The language learning environment

In New Zealand’s current education system, the classroom is critically important as an environment for learning English language and concepts. This is so for all students, including NESB students. It is essential that teachers use language that can be understood by all students. Teachers in every curriculum area need to plan to do this.

Teachers and other school staff are among the most significant models of “standard” school or academic English, which is a major language of success in our society. Not only do NESB students need to hear and see a range of models, including good models of spoken and written English, but they also need many opportunities to use English in authentic exchanges.

What school staff can do

- Provide a good language learning environment.

In a good language learning environment, adults will:
- speak and write clearly, using language that is a good model and giving basic instructions and information in ways that can be understood by all the students present, including NESB students;
- accept that NESB students will make mistakes while they are learning English and expect students to become increasingly competent, fluent English speakers;
- allow time for NESB students to watch and listen;
- give positive feedback and encouragement to NESB students and make it clear that they are expected to succeed;
- allow or encourage NESB students to use their first languages, especially to support them in new learning;
- acknowledge all the cultures in the school in the selection of learning materials and resources, stories, and topics for study;
- encourage other students to support NESB students in the above ways when appropriate.
Expectations for students

Students who are not expected to succeed often fulfil everybody’s expectations and fail. Schools need to promote an atmosphere where all students, including NESB students, are expected to succeed and encouraged to believe in their own potential to succeed.

What school staff need to know and can do

**Does knowing no English, or learning English slowly, indicate a lack of potential ability or motivation?**

| No, an NESB student’s knowledge of the English language is not an indicator of potential ability. | • Be slow to form judgments about NESB students’ potential ability.  
Be careful not to base judgments about the intelligence of NESB students on their use of English. Such judgments often lead to lowered expectations for those students, and this affects their success in learning. |

**How important is it for the school to expect the student to succeed?**

| It is essential that school staff convey to the student that they expect that student to achieve success. Students should know that the school intends to identify and address any barriers to learning. | • Demonstrate that the school expects the student to succeed in learning English and in their other ambitions.  
School staff can show that they have high expectations for NESB students by:  
− taking time to get to know them, asking how they are getting on, and providing positive feedback or encouragement;  
− providing sound ESOL programmes that address their language needs effectively;  
− if a student is not making progress, looking for reasons in addition to the student’s non-English-speaking background and finding ways to remedy any problems;  
− inviting good role models (successful people from various cultures) to visit the school. |

NESB families often place great emphasis and importance on education – in many cases, the wish to improve their children’s educational opportunities has been a major reason for emigrating. Sometimes the family’s high expectations weigh heavily on young NESB students, who may feel that the future of the family depends on their personal academic success. On the other hand, there may be a few parents who do not emphasise the importance of education at all and pass on this attitude to their children.
What can school staff do if parents seem to have unreasonably high or low expectations for their children’s academic success?

- Work towards partnership with parents.

School staff can explain to parents that it is only to be expected that learning in a new language takes time and that their child should be supported and encouraged to consider a wide range of options, in education, in careers, and in life.

Individual differences

As with any group of students, there will be individual differences in NESB students’ intelligence, aptitude, preferred learning style, and personality.

Students with special needs

A growing number of NESB students with special needs are being enrolled in New Zealand schools. These include students with specific learning difficulties, impaired vision and hearing, and intellectual or physical disabilities, such as spina bifida. Such students pose particular challenges for teachers, schools, and the support networks they call upon. Specific learning difficulties may be hard to detect. They may not have been recognised in the home country, or there may be no information in English about these students.

Students with special abilities

A significant number of NESB students achieve at very high levels, some in all curriculum areas and others in particular areas, for example, maths or science. Students like these, with special abilities, should be acknowledged and extended in their areas of strength.

What school staff need to know and can do

For students with special needs or special abilities, it is recommended that Individual Education Plans (IEPs) be developed. Special education staff or specialist teachers should work closely with ESOL staff and the student’s class teachers to develop such a plan.²

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² Refer to The IEP Guidelines: Planning for students with special education needs (Wellington: Ministry of Education, 1998). Individual Education Plans are also discussed on pages 39–42 of the Ministry of Education book Planning and Assessment in English.
Chapter 2

The Inclusive School

The school charter is an integral part of school self-management because it reflects the vision of parents, staff, and the community for their school.

Schools are expected to reflect the character of their communities in their policies, procedures, systems, and programmes. Creating an inclusive school is a process that requires planning, consultation, and conscious effort by all members of the school community – boards of trustees, administrators, managers, teachers, students, and parents. Inclusive schools:

- acknowledge and value their own cultural diversity;
- ensure that all the diverse groups within the school community are represented in school planning and decision making;
- encourage community members to take part in school activities;
- keep in contact and build relationships with students’ parents and caregivers.

Acknowledging and Valuing Cultural Diversity

In all schools, and especially in schools with NESB students, it is essential that understanding of cultural differences should be promoted. Both the board of trustees and the school staff need to be committed to a policy of acknowledging and valuing cultural diversity within the school.

The first thing to look at is the attitudes that other members of the school community have towards NESB students. Are they regarded as an asset, as full members of the school who have a lot to offer and whose presence is worth celebrating? Or do some staff feel (and say) “We’ve got a lot of kids with language problems this year”? National Education Goal number 10 challenges schools to achieve:

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori and New Zealand’s role in the Pacific and as a member of the international community of nations.

Schools that plan effectively to meet this goal appreciate that NESB students are full members of the school community, that they can make unique contributions to school life, and that the whole school can work together to remove any barriers to their learning.
One way a school can demonstrate respect for NESB students is to provide teachers with professional development in ESOL teaching. This not only enables them to assist their NESB students but also leads them to view those students, with their range of experiences, cultures, and languages, as assets to the school community rather than as potential problems.

School staff can demonstrate that they value the cultural diversity of their community by:

- encouraging the use of community languages within the school;
- using signs and displays from a range of cultures and in different languages;
- choosing resources, texts, and teaching materials that represent the authors and content of a range of cultures;
- providing reading resources in a range of first languages;
- bringing in speakers from different cultures who are good role models;
- using languages other than English (as well as English) on public occasions such as assemblies;
- providing opportunities and encouragement for the development of international clubs and cultural groups;
- providing a range of forums where parents can present their ideas and hear from the school;
- encouraging student groups to include representatives of the different cultures in the school;
- providing a range of foods, representing the cuisine of different cultures, in the school cafeteria.
Developing a multicultural school

Selwyn College is an Auckland state secondary school where the school population has changed dramatically since the school opened in 1956. Originally a mainly monicultural, monolingual school, it now has 57 ethnic groups. Just under half of the students are of European descent (including many new immigrants from Eastern European countries), 11% are Māori, 12% are from the Pacific Islands, and 31% are from Asian backgrounds. Over the last ten years, the school’s principals, boards of trustees, staff, and students have worked together to provide appropriate learning environments for their diverse student population.

The school has always had a strong tradition of fostering a culture of respect. From the 1980s, there had been an emphasis on bicultural partnership. The school’s philosophy was grounded in the promotion of equity, the holistic development of students, and respect for others. As NESB students from many countries joined the school, provisions were made to cater for their language and cultural backgrounds, and gradually an emphasis on the need for understanding and respect for other cultures developed.

The school has strong anti-racism and anti-harassment policies and, in 1996, was awarded a special Peace Award by the New Zealand Foundation for Peace Studies for its efforts in these areas. It was also one of the schools included in the Ministry of Education’s report *Promoting Positive Relations in New Zealand Schools: Me Mahi Tahi Tātou*, by Mary Donn and Ruth Schick.

The focal point for implementing the school philosophy and policies in this multicultural school is professional development. Because teachers are seen as the key to creating a climate of respect in the classroom and providing for the diverse learning needs of students, a long-term professional development programme is planned. It involves regular staff seminars, often led by visiting speakers, on a range of topics connected with language and cultural diversity. The school also provides intensive training for all its teachers on Learning Through Language techniques. Through these techniques, teachers can help their NESB students to gain the English competence they need for academic success and also support them in maintaining their first language and their cultural background.

Teachers from different ethnic groups and a part-time Chinese counsellor have been appointed. Community people representing many of the language groups in the school have been involved in school activities.

Other initiatives that have helped students to feel part of the multicultural school include:

- the involvement of the multicultural Student Council in active partnership with teachers in school anti-harassment, anti-racism, and cultural planning committees;
- the use of vertical form groups to promote peer support and multilevel teaching in curriculum classes, enabling students to participate in appropriate teaching programmes according to their abilities;
- the inclusion of information and examples from different cultures in the teaching of units of work;
- special ESOL options, peer reading support, and community tutoring for students with particular language needs;
- multicultural festivals and concerts that celebrate cultural diversity (which have become important events in the school calendar);
- classroom and library resources that reflect the different language backgrounds of students;
- a range of extra-curricular activities for sporting and cultural interests;
- student role models, sometimes ex-pupils, from different ethnic groups (people who have succeeded in various aspects of life) sharing their experiences with the students.

These are some of the ways in which the school has tried to put its philosophy into action. Recent research demonstrates that both teachers and students in this school have a surprisingly consistent view of school values and share a vision for Selwyn College as a multicultural school.³

A useful checklist of ways that schools can promote inclusiveness is provided by Mary Donn and Ruth Schick in *Promoting Positive Race Relations in New Zealand Schools: Me Mahi Tahi Tātou*, on pages 267–273.

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3 This is a professional development programme through which mainstream teachers develop curriculum-related language teaching and learning strategies.

Representing Community Diversity

Schools are accountable to their communities. Because school charters are required to reflect community priorities:

... the process of developing and reviewing school charters requires community input. Under the Education Act 1989, boards are obliged to consult parents, staff, and any others they think are appropriate.


When the community is diverse, with a broad range of needs and expectations, it can be a challenge for school staff to consult all the families and relevant community groups and involve them in a balanced way. Where there are high numbers of NESB families in the community, it is particularly important for schools to develop ways to seek input from their community and to report back to them. Such schools need to explore a range of methods to establish and maintain open lines of communication with their community.

Different consultation methods may be used for different cultural groups. Just as hui might be the appropriate way to consult a predominantly Māori community, there are various kinds of meeting that are appropriate and “user-friendly” for other cultures in the school community. Schools need to consider organising various kinds of meeting as a way of encouraging input from their various local communities.

Some schools hold special meetings for their NESB parents to explain the school’s programmes and to suggest ways in which parents can support their children’s progress. Such meetings (or parts of them) might be conducted using the first language of each ethnic group. To encourage contributions from NESB families to school policy and procedures, schools can make key points in their policy documents available in a range of community languages.

Involving the Community in School Life

Schools should be proactive in seeking the involvement of parents from a range of cultural backgrounds. Some parents and caregivers of NESB students may initially be reluctant to become involved in school committees, boards of trustees, and support groups, perhaps because they lack confidence in using English, lack knowledge about the New Zealand education system and classroom practices, or do not understand the idea of parents being involved in the work of the school.

Boards of trustees, parent-teacher associations, home and school committees, and support groups for sport and cultural groups all need the help of parents who are willing to work for the school. If these groups are to represent the community effectively, they need a range of members who reflect the nature of the community.

Encouraging NESB parents to join in school activities

A good time to encourage NESB parents and caregivers to take part in school activities is when they are enrolling their child. Present a range of options for ways in which they could get involved. In junior classrooms at primary schools, many parents might act as helpers. In later years, students’ work becomes more specialised and the students themselves are more independent, but there are still many ways that adult volunteers can help in ESOL and mainstream classes, especially if they are bilingual.

Find a range of ways to get NESB parents involved with the life of the school. For example, early in the year, invite an interpreter to a meeting and make sure that parents are aware that the interpreter will be there. Use this as an opportunity to let parents of NESB students know that they are welcome at the school and to encourage them to become involved. Involvement could begin with helping in the child’s class (at primary school) or on a canteen, traffic, or teacher aide roster. Many schools offer day or night English classes for adults, and this may also be a way to bring the parents of
NESB students into the school. An English course run by a secondary school for NESB adults is outlined on pages 208–209 of *Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools*.

As they become more confident in the school, groups from particular cultural backgrounds often wish to provide first-language or cultural classes for their children. Having such classes held in the school buildings can be an excellent way to establish positive community relationships.

A school’s employment practices give powerful messages to the community. Ideally, a board of trustees will be able employ a range of staff (teachers, ancillary staff, and administrative staff) who represent the main cultures of the school community.

A commitment to Equal Employment Opportunities (EEO) is fundamental. Schools with NESB students often employ some bilingual staff especially to work in ESOL programmes – this decision shows real commitment.

**Building Trust in Relationships with Parents**

It can seem difficult to establish friendly, informal communication with NESB caregivers. For such a relationship, the school needs to make the first moves, setting up and maintaining effective lines of communication and sharing key information. When trust has developed, parents are more likely to visit the school and interact with teachers. As suggested above, some schools hold special meetings for their NESB parents. School committees and support groups may be able to make more informal contact with new families. A bilingual liaison person can often make all the difference. Where necessary, important information for caregivers can be translated into first languages. Refer to page 44 for specific advice on reporting to parents.

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**KEY POINTS AND ISSUES IN CHAPTER 2**

- Schools can actively demonstrate that they value and respect all cultures.
- The school’s environment, organisation, and policies should reflect the cultural diversity of its community.
- Schools need to find ways to consult all community groups and involve them in policy development.
- School staff should find ways to communicate with the parents of NESB students and encourage them to contribute to the running of the school.
Chapter 3

School Policies and Procedures

Under section 63 of the Education Act 1989, every school charter is deemed to contain:

(a) **The aim of developing for the school concerned policies and practices that reflect New Zealand’s cultural diversity ...**

There is also a requirement, under the National Administration Guidelines that form part of this charter, that schools will:

*Develop and implement strategies which address identified learning needs in order to overcome barriers to learning.* (Guideline 1. iv)

Many schools include in their mission statements a commitment to celebrate cultural diversity and to meet the learning needs of all students (for an example, refer to page 60 in *Promoting Positive Race Relations in New Zealand Schools: Me Mahi Tahi Tātou*).

Policies

A school policy is the means by which a school indicates an intention to act in certain ways. Such policies are based on the beliefs and values that are important to the community of the school.

By agreeing on a policy and documenting it, a school indicates willingness to identify certain needs and to allocate resources to ensure that those needs are met. The school community knows that the school is committed to acting according to the policy.

A policy gives guidelines to teachers and leads to the establishment of specific procedures to be followed consistently or regularly.

In the past, some schools have signalled their intentions for their NESB learners within their special needs or equity policies or with references scattered throughout other relevant policies. It is recommended, however, that schools with NESB students develop a specific NESB policy and perhaps also an ESOL policy. (In some schools, the ESOL policy may come under the “umbrella” of the “language and languages” policy.)

**Developing a specific NESB or ESOL policy**

Developing a specific NESB or ESOL policy encourages a specific focus on the needs of NESB learners. In the process of developing such a policy, school staff examine their attitudes towards learners from other cultures and their beliefs about the best ways to include and support them in the school environment. This helps them to develop meaningful and appropriate procedures and practices that can grow to reflect and acknowledge the special character of a school.
Another advantage of developing a specific NESB policy is that it provides an opportunity to involve all school cultural groups in its development and to increase their visibility within the school.

In developing such a policy, schools may find it helpful to consult schools with similar communities that have already developed their ESOL or NESB policy. Networking with other schools and with ESOL advisers assists and informs the process of policy development. Policies should be reviewed regularly to ensure that they are still up to date and reflect the school’s current philosophy.

An ESOL or NESB policy may contain statements about:

- enrollment, reception, and orientation;
- placement decisions;
- assessment, both initial and ongoing;
- ESOL or bilingual assistance;
- classroom organisation and programmes;
- staffing and the need for staff to communicate about students;
- professional development for teachers and other school staff;
- selection of learning materials and resources;
- funding;
- first language and culture maintenance;
- reporting to and communicating with parents;
- record keeping.

Examples of school policy statements can be found on pages 63–67 of Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools.

**Procedures**

Procedures translate the intentions described in the policy into practical realities. They are a series of actions that the school consistently takes to put its policies into practice. The school records its procedures either in writing or as diagrams. Like policies, procedures should be reviewed regularly to ensure that they are relevant, up to date, valid, and workable.

Schools may set up specific procedures to support any aspect of their policies, including all those listed above. For example, if it is school policy that:

> The class teachers will ... integrate the learning of [NESB] students into the class programmes, bearing in mind the specific needs of the students ...

then a procedure that supports that policy could be:

> The class teacher, with guidance from the teacher responsible for NESB students, will carry out an assessment programme. This will be designed to ascertain the needs of the student.

(This example is from the policy and procedures statement on pages 64–6 of Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools.)

The table on page 30 indicates what might be included in an ESOL or NESB policy and suggests who might be involved in carrying out related procedures, in primary and secondary schools. The pages that follow offer ideas for developing sound policies and procedures.
<table>
<thead>
<tr>
<th>Policy</th>
<th>Procedures</th>
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</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td><strong>Procedures</strong></td>
</tr>
<tr>
<td>for planned entry, including enrolment, entry assessment, placement, and orientation</td>
<td>for enrolment (may involve student, family, principal, bilingual person, ESOL teacher)</td>
</tr>
<tr>
<td>for initial support, including bilingual or ESOL assistance, appropriate programmes, resources and learning materials, culture maintenance and setting up systems of communication with families</td>
<td>for helping students to settle into their class (in a mainstream class, with or without bilingual or ESOL support, or in the school’s junior or senior ESOL group)</td>
</tr>
<tr>
<td>for ongoing support, including funding, classroom organisation, learning materials and resources, ESOL assistance, and communication between teachers, maintaining first languages and cultures, ongoing assessment, reporting, and record keeping, maintaining communication with students’ families, and staff professional development.</td>
<td>for getting and spending funds (including funds for staff development, ESOL assistance, and resources)</td>
</tr>
</tbody>
</table>
Student enrolment

An example of a school policy relating specifically to enrolment in a primary school can be found on page 87 of Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools. This is followed by comments on enrolment procedures in some schools.

The enrolment of new students in the school is usually the responsibility of the principal or of a senior staff member. With NESB families, schools should consider using an interpreter to allow adequate information to be collected and conveyed. Whenever possible, use experienced interpreters rather than older children or family friends. If the ESOL teacher is there for the enrolment, that teacher can be introduced to the student and family, and the initial assessment process can begin at once.

Enrolment is often stressful for NESB families, and they may not take in all the information that is relevant to them. Arranging a subsequent meeting, two months after enrolment, can be very worthwhile.

Gathering information about the student

Principals are responsible for ensuring that an Enrolment Record (E19/22A, the standard “Record of Schools Attended”) is kept for every student (in addition to the school’s own enrolment form signed by the parents and/or the student). Many schools also use a special information-gathering form for NESB families. Some schools ask the parents or caregivers to take a bilingual form or questionnaire home to complete within a specified period of time, while others gather the information they require at the school. Bilingual Information-gathering Forms and Information on the Naming System provides bilingual enrolment forms in twenty-six of New Zealand’s community languages (refer to Appendix A). The information gathered may be about the languages spoken at home, the family’s culture, and the student’s personal interests and hobbies. While discussing the student’s interests, school staff can take the opportunity to explain the various sports, clubs, and cultural groups available at the school to the students and their families.

Providing information about the school

A prospectus or information package is usually provided for all enrolling students to introduce them and their parents to the school. Some new settler families understand and read English very well, but others do not, and even those who do may need extra information about a system that is new to them. Schools with a significant number of NESB families can develop separate information packs or flyers in the languages of those families or in very plain, clear English. They can also hold meetings where the information is provided orally in first languages and families can ask questions. A liaison person (or people) designated to keep in touch with the school’s various ethnic groups can back up these services and establish ongoing dialogue with families and communities. Appendix B provides details of the kind of information that schools might supply to newly arrived NESB students and their families.

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5 The section “Providing information about the school” is adapted from material by Jannie van Hees, Auckland College of Education Advisory Service.
Initial assessment of students

All teachers working with an NESB learner need to know about the student’s level of English use and conceptual development. (In assessing NESB students, it is important to distinguish between their ability to use the English language and their understanding of ideas and concepts.) Background information collected during enrolment is an important starting point for the assessment process.

At primary school level, it is often best to delay any formal initial assessment activities for some weeks to allow the new NESB learner time to settle in and begin to understand the routines and expectations of the school and classroom. This may not be possible at secondary school level, but even after students have already been “placed”, it can be very useful to revisit the initial assessment activities with them when they have had time to settle in.

At the time of school entry, or soon after, the school should assess students’ skills in listening, speaking, reading, and writing. This initial diagnostic assessment will enable the school to identify the student’s level of language so that:

• the student can be placed in the most appropriate class or classes;
• the teacher or teachers can plan an appropriate programme for the student;
• schools can apply for additional ESOL resourcing where appropriate.

Refer to pages 39–40 for information about assessing NESB students who are eligible for Ministry of Education funding.

Initial assessment in primary schools

Initial diagnostic assessment of primary school NESB students can occur in the first two or three weeks they are at school. Such assessment may be the responsibility of the ESOL teacher or the classroom teacher. Teachers also gain valuable information by observing a new NESB learner in the school environment – some use an observation-based checklist to help them.

Initial assessment in secondary schools

At secondary school level, an NESB student should be assessed when entering the school to determine whether that student will need to be placed in a special English language reception programme or will be able to cope in the mainstream. For students who are mainstreamed, this initial assessment will indicate the level of ESOL support needed. Diagnostic assessment kits that can be adapted to meet the needs of schools are available from new settlers and multicultural education advisers in Auckland and Christchurch.

A range of procedures for initial assessment

The more structured assessment procedures commonly include a range of language tasks, which should be undertaken over several days rather than all at one time. Detailed examples of such tasks, with samples of students’ listening, speaking, reading, and writing and teachers’ assessments of them can be found in Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines.

Placement in the school

Three major factors that schools consider when placing a student in an appropriate class are the student’s:

• age;
• previous schooling;
• language skills (including first-language skills and English-language skills).
Other factors that schools should consider when deciding in which class a particular student should be placed include:

- the presence of other NESB students (particularly those from the same language background);
- teachers’ knowledge, understanding, and experience in working with NESB students;
- the size of the classes at the selected level;
- the availability of learning materials and resources.

In both primary and secondary schools, it is wise for staff to inform NESB families that the initial placement will be reviewed after the first few weeks to ensure that it is still appropriate.

### Placement in primary schools

Placement should not be based solely on the student’s level of English language development. In the primary school setting, it is best to keep NESB students with their age group. New NESB students benefit from social contact with their peer group and also need to be learning the curriculum content and meeting the cognitive challenges that are appropriate at their age level.

Although it may be tempting to place an older primary school student in a junior class because of the strongly language-based programme offered in the junior school, such a placement should be avoided.

> I hadn’t been to school for six years, and that first day I felt very unhappy. I saw straight away that I was older than the other children. I was twelve, but only in standard four. When the other kids found out my age, they teased me about it.

*Boranu Kanal, in *Boranu’s Story*, page 86

Placing NESB students in composite classes offers them some flexibility in terms of the range of levels of work. Older students can work at the level they are up to while remaining in a class with students of their own age.

Placing a student who has missed out on schooling or conceptual development in a class of students only one year younger is unlikely to cause much difficulty.

At one school in Christchurch, a Somali student of year 7 age was placed into a year 6 class because his English language skills, and his lack of formal schooling, meant that he would not have managed the language or curriculum demands of the year 7 class. Similarly, a child of five from Russia stayed an extra two terms at kindergarten because he needed more time to develop concepts before he was ready to enter school.

However, such placements should be decided on an individual basis and in consultation with the student and their family. Most NESB students who have schooling experience and are literate in their first language have the cognitive development and learning skills to be placed with their age peers.

Azra came from Bosnia when she was eight years old. She was an able child, literate in her first language, and she was placed in a composite years 3-4 class. At first, she worked mostly with year 3 children for reading and other language-based activities and with year 4 children for maths. By the end of the year, she was achieving results similar to those of her peers in all curriculum areas; only writing was still difficult for her. The next year, she was able to move through to a years 5-6 composite class as a year 5 student with her peers.
Placement in secondary schools
In the secondary setting too, it is usually best to keep NESB students with their peers as much as possible, even if the NESB students are studying certain subjects at lower levels. When they are placed in a form class with people of their own age, NESB students have valuable opportunities to interact socially with their peers.

In most high schools, NESB students study different subjects at various levels, which may have been determined through initial assessment or based on their previous year’s work. This system recognises that NESB students often need more time to achieve success when learning in English than native speakers of English do. To help NESB students and their parents understand the need for a longer time-frame, deans and ESOL teachers may need to explain the benefits, for them, of going more slowly and taking longer to achieve a particular result.

_ I didn’t pass University Entrance and I had to repeat my sixth form year. That made me feel terrible and as though it had all been a waste of time. It made me want to get away from school. But I did go back to sixth form, and from there I went on to university._

Borany Kanal, in Borany’s Story, page 91

The quote above highlights the need for careful placement of refugee students whose schooling has been disrupted.

Placement of older refugee students with little or no literacy in their first language
Because many refugee students have had little or no formal schooling, or have had severely disrupted schooling, their placement in intermediate and secondary schools needs to be carefully considered. These older students will need careful guidance about which subjects and levels are most appropriate for them and about the additional learning support and personal support that is available. Schools should consult with the students, their subject teachers, the teachers responsible for meeting their pastoral needs, and the students’ families before deciding on placement.

Schools will have to balance the need for older refugee students to interact socially and academically with their age-group peers against the need for a multilevel programme at different year levels. These students should be given as many opportunities as possible to succeed and to catch up with their peers. Any programme for older students at the emergent stage of literacy6 must recognise the need to teach “the basics” in language and concepts and the need to fill gaps in knowledge, experience, and understanding. The teachers and students involved should identify and discuss the learning process and pathway, understanding that they will require patience and commitment to reach their objectives.

Orientation programmes
All people who arrive at a new school should be given help and guidance in adjusting to the new situation and learning about the school. They need information about the people, the physical layout, and the day-to-day procedures.

Most schools have an orientation programme for their new entrants. However, the standard programme will probably not meet the needs of NESB students who have not attended a New Zealand school before. Setting up a special orientation programme for NESB students provides the school with an opportunity to manage their transition into the school environment. A well-managed transition, especially if it has a bilingual component, reduces stress for students, their families, their teachers, and everyone at their schools.

6 Definitions of the emergent, early, and fluent stages may be found in The Learner as a Reader on page 27.
An orientation programme for NESB students at any school level above new entrants at primary school could include:

- **going on a guided tour of the school accompanied by a peer who encourages the new student to write the names of important places around the school in spaces left on a map of the school and its grounds;**
- **being helped to complete a weekly timetable and to arrange to get the stationery they need;**
- **visiting the library with a peer or teacher and finding books or other resources that relate to their culture or are in their first language;**
- **using “ethnic boxes” (refer to pages 36–7);**
- **practising, with a partner, routine phrases such as greetings and simple basic questions (for example, “My teacher is Mr Ropata. Where is his room, please?”);**
- **having one-to-one meetings with the classroom or form teacher, the principal, the ESOL teacher, the school receptionist (if appropriate), and other curriculum teachers or key school staff. (This activity could be spread over several days with students meeting these people several times so that they become familiar with them.)**

Students could also be introduced to classroom equipment like the listening post and develop scrapbooks of initial vocabulary for talking about classroom equipment, colours, numbers, and so on.

**Options and special programmes in secondary schools**

Secondary school students require clear explanations of the different subject levels and options and the available qualifications and exams.

Many secondary schools with large numbers of immigrant students have established reception programmes that all NESB students attend. The amount of time spent in this special programme will depend on the school, but usually they are run for about one to three weeks at the beginning of the year. Refer to Chapter 5 for more information about such programmes.

**Developing appropriate resources**

Examples of resources that are useful for ESOL programmes include:

- a list of community contacts;
- a calendar of festivals and events that are important for groups within the school’s community;
- information about aspects of students’ cultures that may affect their life in New Zealand at school or at home (for example, the book Ethnic New Zealand: Towards Cultural Understanding);
- display materials, such as posters, to use in the classroom;
- a collection of books with examples of literature written in NESB students’ first languages – songs, poems, myths, and legends;
- a collection of relevant audiotapes and videotapes.
Schools can also develop resources specifically for their own students and programmes. Many schools have developed “ethnic boxes”, as described below.

**Ethnic boxes: a detailed example of resource development**

**What is an ethnic box?**

An ethnic box is a resource pack or “box” containing information and items that relate specifically to one ethnic or language group. A school might, for example, have a Chinese ethnic box, a Tongan ethnic box, a Korean ethnic box, and a Somali ethnic box. Each box will include the following basic items:

- clear, accurate maps of the country, the region, and the world
- large pictures, postcards, and photographs of the country, people, activities, and well-known features of the country or culture
- charts with greetings in both the first language and English
- pages or flashcards with phrases and expressions in both languages
- bilingual dictionaries, at several different levels if possible
- other bilingual materials (books, videos ...)
- resources and materials in the first language (books, comics, newspapers, ...)
- objects and artefacts of the country (hats, mats, fans, beads, cloth, money, ...)

Further items can and should be included; each box will be unique in its composition. Notes and suggestions for how school staff can use the box effectively may be included.

**When is an ethnic box used?**

The boxes are ideal to use when a new student from a particular country arrives at school or in a class. Having a box that features their own culture at their new school gives the new environment some familiar elements. It provides NESB students with material in which they can take an intelligent interest. It also demonstrates that their culture is accepted and included at the new school and that people here are interested in their life within that culture.

- **At enrolment and orientation, an ethnic box can provide a vehicle for dialogue and communication with the new student and their family.**
- **In class, ethnic boxes help the other students to develop an interest in the new arrival and in all NESB students and to understand them better – the environment they came from, their language or languages, and their ways of doing things. This can be especially useful for students who will be acting as buddies or peer tutors for NESB students. The boxes provide an immediate communication link between the new NESB student and the rest of the class.**
- **The box provides the NESB student with meaningful learning materials that they can use from their first day in class. Having first-language materials available enables NESB students to continue cognitive development at school as they extend their English-language skills.**
- **In school-wide cultural events, the school’s ethnic boxes provide useful materials linked to the cultures of the school’s community.**
- **In topic studies in key curriculum areas, for example, in social studies, music, or science, ethnic boxes are often a useful resource.**

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7 The section on “ethnic boxes” is adapted from material by Jannie van Hees, Auckland College of Education Advisory Service.
Who organises or develops ethnic boxes?
Ideally, an ethnic box is developed co-operatively by:

- **school staff (a selected group or all staff members);**
- **school students, especially those from the specified ethnic group;**
- **the families of students from that ethnic group.**

When new students are using the ethnic box, they could also contribute to it. Materials can be found in school libraries, magazines, calendars, family collections (including photograph collections), travel agencies, embassies, community groups, fairs, ...

Further suggestions for ethnic boxes

Develop the boxes over time so that as many people as possible can contribute and all likely sources of material can be investigated.

Develop only a few at a time but aim for quality. Start by identifying the largest ethnic groups within your school and planning to develop boxes for these. Some boxes may need to include sections for different countries or cultures within the main box (for example, the different groups under the “umbrella” ethnic group “Chinese”). Share the task of developing each box.

Plan to develop the box within a definite time-frame – say, a month for collecting and a month for deciding what to keep and putting it together in the box. Ensure that all items are attractive and will last (colour copy, enlarge, laminate, reinforce, and decorate). Use a box or container that is strong and looks attractive. Label the box clearly and itemise its contents. Mention the names of donors if appropriate.

Make all staff familiar with the contents of the box and its intended uses. Keep the boxes in a central area so that all teachers have easy access to them.

Monitor the ways in which the boxes are used within the school and update the contents regularly.

**Starter kits**

In schools where there are only a few students from any one cultural or language background, teachers may choose to develop “starter kits” that can be used by any new NESB students. These would contain some generic materials to acknowledge the student’s country of origin (for example, a world map) but would focus on providing tasks and activities to enable the new student to take part in the class programme and begin to develop basic English vocabulary and structures. For example, they might include:

- **picture dictionaries and picture packs for vocabulary development;**
- **materials for developing basic English vocabulary, structures, and the alphabet;**
- **visual texts – wordless books around which language can be developed;**
- **pictures and items from the cultural background of the students (with English labels and captions);**
- **audiotapes and books of stories, songs, and rhymes in English;**
- **cards, dominoes, puzzles, number games, matching games, and alphabet games.**
Procedures for ongoing support

Sound procedures for ongoing assessment, programmes and strategies, classroom practices, and professional development are discussed in the following chapters.

KEY POINTS AND ISSUES IN CHAPTER 3

Schools need to develop appropriate policies for their NESB students and put them into practice through clear, manageable procedures.

These will include procedures for enrolment, initial assessment, placement, orientation, resource development, and ongoing support.
Chapter 4
Ongoing Assessment of NESB Students

It is a requirement of the National Administration Guidelines that schools:

- monitor student progress against the national achievement objectives; ... (ii)
- assess student achievement, maintain individual records, and report on student progress. (v)

The New Zealand Curriculum Framework emphasises, on page 24, that the main purpose of assessment within schools is “to improve students’ learning and the quality of learning programmes”. To fulfil this purpose effectively, it is important that ongoing assessment in schools:

- avoids false assumptions about students’ ability and recognises the potential of each student;
- identifies strengths that can be developed and needs that can be met in the learning of each student;
- tracks the learning that has occurred;
- provides useful information about significant aspects of the students’ learning to all involved (including the student, teachers, family members, and school management);
- provides a sound basis for planning the ongoing learning programme.

Assessment: Policy to Practice provides definitions of diagnostic, formative, and summative assessment on pages 8–9. Initial diagnostic assessment of NESB students has already been discussed above, on page 32. This chapter refers to Ministry of Education funding procedures, touches on formative and summative assessment of these students as part of the regular programme, and includes ideas for keeping records and reporting on progress.

Assessing NESB Students for Ministry Funding

The Ministry of Education provides targeted funding for schools to support NESB students who meet certain criteria. The pamphlets in the pack Non-English Speaking Background Students in New Zealand Schools: ESOL Resourcing Information specify the assessment data to be gathered by schools that need this additional funding for their ESOL programmes. Pamphlet C provides criteria for evaluating NESB students’ competence in listening, speaking, reading, and writing in English and relates this to the achievement levels of their cohort group. Refer to Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines for explicit guidance on assessing NESB students diagnostically and for funding.

The Assessment Guidelines book explains how to use the Resourcing Information package to apply for funding for a particular student and how to maintain the funding for up to three years if the student continues to qualify for it. The book includes sections on the verification process and the concept of the cohort group. It also contains examples of authentic assessments of NESB students at various levels.

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8 The cohort group is defined, on page 3 of Pamphlet C, as “students of the same age performing at the ‘normed national’ level”. For a fuller definition of the cohort group, refer to page 6 in Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines (Ministry of Education: National Operations Division, 1999).
Assessment as Part of the Regular Programme

Formative assessment is ... used to provide the student with feedback to enhance learning and to help the teacher understand students' learning. It helps build a picture of a student's progress, and informs decisions about the next steps in teaching and learning. It can take a variety of forms, such as comment on a presentation, conferencing or interview, or the analysis of test results.

Assessment is an integral part of the classroom programme for all students. Effective assessment in the classroom will identify barriers to the learning of NESB students so that teachers can address their particular needs.

For all students, including NESB students, curriculum teachers should identify specific learning outcomes (drawn from relevant achievement objectives) on which to base their assessment of the student's work. When assessing students, it is important to:

* choose activities for assessment purposes that are familiar to students and are part of the normal classroom programme;
* use a variety of contexts and tasks over time;
* decide whether language or content is the focus and ensure that the assessment task reflects this focus;
* assess oral language by observing and recording students' interactions with their peers as well as with the teacher;
* choose tasks that have a clear purpose and provide some challenge to the student;
* assess the process as well as the product;
* collect and record the data;
* measure each learner's progress and development over a period of time.

It is important to ensure that assessment tasks do not exclude NESB students. An ESOL teacher can help other teachers with this.

Involving an ESOL teacher in cross-curricular assessment

An ESOL teacher has extensive knowledge of NESB students’ language development and skills and can offer valuable insights about their general progress and their performance in a particular learning environment. Schools need systems that enable classroom teachers to access this information. Some schools have a weekly form for exchanging information between the ESOL teacher and the classroom teacher. (One example of such a form is given in the section on identifying curriculum language learning needs on page 61.)
A school ESOL teacher can help classroom or subject teachers to prepare assessment activities (including assignments, tests, and examinations). The ESOL teacher can check that the language in which tasks are described is clear, consistent, and unambiguous.

For NESB students, assessment tasks could use visuals to support written text. NESB students should be given opportunities to demonstrate their understanding of a concept in other ways than through the English language. For example, a student whose English is still very basic could be asked to match pictures to captions or labels to diagrams or to arrange sequences of ideas represented graphically or by symbols, such as life cycles or chemical equations. An ESOL teacher will have many other ideas to suit specific students in specific situations.

**Helping NESB students learn to set their own goals**

As students progress through New Zealand schools, assessment should increasingly become something that student and teacher do together. When students are involved in the process of assessment, they take increasing responsibility for their own learning and goal setting. It should be noted, however, that students from schools in countries where assessment is almost always summative, teacher-directed, and normative will need a careful, paced introduction to the ideas of self-assessment, setting individual learning goals, and sharing responsibility for achieving them.

**Tests, Examinations, and Qualifications**

All students can be helped to prepare for a test or an examination through discussion of the language patterns and the vocabulary of examination instructions. Exploring these patterns and meanings and becoming familiar with them assists not only NESB students but all students.

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**A Caution About Using Standardised Tests**

It may not be appropriate to use standardised tests with newly arrived NESB students who are new learners of English. The Progressive Achievement Tests (PAT) have a high language focus; this and their normative approach make them unsuitable as measures of attainment for these NESB learners. They do, however, provide some basis for comparison with a student’s cohort group nation-wide.

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**NESB students and examinations**

Examinations can pose particular problems for NESB students. Many students who have the subject knowledge and skills required to pass an exam are hampered by their inability to communicate that knowledge clearly in English, particularly within the time-frame of a formal examination.

The NZQA views the ability to communicate knowledge in English as an integral part of the examination itself. It will not, therefore, authorise any special assistance or extension of time for NESB students in external examinations (unless they have a recognised disability). The use of dictionaries (including foreign language dictionaries, bilingual dictionaries, and English or electronic dictionaries) is prohibited in any examinations run by the NZQA.
Unit standards may be a better option than School Certificate or Bursary exams for measuring the learning of older secondary students who are still developing English communication skills. Unit standards cover a range of subject areas, including language. Unit standards in ESOL are now (in 1999) available at six levels.

Some schools provide assistance for NESB students during their internal examinations, for example, using reader/writers, allowing the use of bilingual dictionaries, or providing extra time. (A reader/writer is an adult who reads the question out loud to a student and/or writes down the answer that the student dictates.) Any school that offers such assistance should establish criteria that identify the kind of assistance required, who is to provide it, and the degree to which it is provided for each student. This will ensure that the assistance is fair and equitable and is seen to be so by all students and teachers.

**International ESOL qualifications**

Many secondary schools provide courses of study towards internationally developed qualifications, such as those offered by IELTS (International English Language Testing System). Refer to page 50 for advice about such courses.

**Keeping Records**

*Every effort will be made to ensure that assessment procedures are fair to all students, and clearly understood by students and their parents.*

*The New Zealand Curriculum Framework, page 24*

Schools with NESB students need to consider how far their record-keeping systems provide ways to record the development of these pupils. Using achievement objectives as the main measure of student achievement may be inappropriate for some NESB students. (For example, the descriptors may not reflect the language aspects of different curriculum areas that need to be considered for NESB students.) The school may need to develop an alternative or additional format for recording progress, especially in English language development.
Some schools have developed their own set of developmental descriptors or key indicators. When this kind of assessment is part of the schools' record-keeping system, teachers know what to assess and schools build up a valuable set of data about each NESB student. For examples of sound criteria and examples showing how they can be used in recording and reporting on the achievements of individual NESB students, refer to pages 13–84 in Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines.

There is a range of ways in which assessment can be recorded. They include student profiles, students’ portfolios, checklists, and anecdotal notes of a teacher’s observations.

- **Student profiles may consist of a single statement recording information about the student and their progress or a collection of data about the student's progress towards specified achievement objectives, test results, and so on. Profiles provide an effective record-keeping system that meets current Education Review Office (ERO) requirements.**

- **Portfolios provide a cumulative record of a student's work, with examples selected by the student and the teacher together. This enables both teacher and student to monitor progress, identify strengths and needs, and select work for summative assessment purposes.**

- **Checklists can be used as the basis for self-, peer, and teacher assessment. Students can be provided with a set of criteria for a task that they can check off as they progress or when they have finished. Teachers may check a similar list and compare their result with each student's self-assessment. This could provide the basis for a conference between teacher and student. Students need to understand the language, meaning, and purpose of any checklists they use. They may need to be taught some of the vocabulary involved.**

- **Anecdotal evidence gathered from observations can be very useful, for example, when identifying specific learning needs or sharing information with other teachers. Anecdotal evidence may be recorded in profiles and portfolios.**
Reporting to Parents

When planning systems for formal reporting (such as written reports and parent-teacher interviews), schools should consider how these can best be organised for NESB parents. For example, written reports may include a separate report from the ESOL teacher with detailed information on the student’s progress in English. When report forms with checklists of achievement objectives are used, teachers may need to consider whether these are appropriate for NESB learners or their parents. In some cases, a translated report form may be useful.

Parent-teacher interviews can be stressful for both parents and teachers. NESB parents often need special encouragement to attend such interviews. A letter home in the first language may help, and bilingual teachers or aides can also provide encouragement and support for the family. During the interview itself, an extension of time should be allowed for effective communication, and interpreters or community support people should be used whenever possible. The physical setting is important.

Further information

*Non-English-Speaking-Background Students in New Zealand Schools: ESOL Assessment Guidelines* shows a range of ways of assessing the English language development of NESB students. For information on assessment in general, refer to *Assessment: Policy to Practice* and for specific information on assessing English programmes, refer to *Planning and Assessment in English*, pages 56–192.

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Chapter 5

ESOL Programmes and Strategies

The main goal of school ESOL programmes at all levels is to support NESB students’ participation in mainstream programmes. The provisions schools make for their NESB students will reflect the number of NESB students in the school, their proficiency in English, the availability of trained ESOL staff, the level of community involvement, and the funds and other resources available.

Every ESOL programme should have clearly defined purposes. It should be related to the curriculum and develop skills that can be transferred to relevant learning contexts.

Planning in partnership with the ESOL teacher

Where there is an ESOL teacher, it is most important to foster good communication and regular liaison between the ESOL teacher and mainstream teachers so that ESOL teachers are fully aware of classroom teaching programmes and can plan ESOL programmes to complement and support them. Schools with ESOL staff should build in opportunities for ESOL teachers to meet with classroom teachers regularly to exchange information and plan co-operatively. School management staff should plan for these meetings to take place in the ESOL teacher’s paid time.

Planning in partnership with the NESB student

It is also important to acknowledge and cater for the learning needs that students identify for themselves. Although the ESOL teacher can often identify language learning needs that the student may not recognise, all learning should occur within contexts that the student considers relevant and valuable. This may mean planning a student’s ESOL programme so that it contributes to the courses which that student values the most.10 ESOL lessons have a dual purpose – students learn the English language, and they are also given access to curriculum materials and learning skills.

A Range of ESOL Programmes and Strategies

Schools organise programmes and strategies to meet the needs of their NESB students in many different ways, which include:

- orientation and reception programmes;
- offering ESOL intensives (intensive periods of teaching and learning with a specific focus);
- providing in-class support;
- using peer tutors;
- offering special English-language courses;
- offering modified subject courses;
- supporting and maintaining students’ first-language skills (for example, by employing bilingual teachers);
- offering appropriate guidance, counselling, ways of resolving conflict, and other support systems.

10 Refer to “ESOL Classes: To Go or Not to Go?”, by Marilyn Lewis and an anonymous student, in Many Voices 12, Wellington: Learning Media, 1998.
Orientation and Reception Programmes

Orientation programmes for NESB students are essential; such programmes have been discussed on pages 34–5. Some schools also run a special English-language reception programme for any NESB student whose level of English is assessed as insufficient to cope with the mainstream programme on a full-time basis. Two such programmes (one in a primary school and one in a secondary school) are described below.

An English-language reception programme at Ilam Primary School

Ilam School caters for students who have, between them, twenty-seven first languages. After entry assessment, NESB students are placed in groups of two to four for English tuition with the ESOL teacher. Grouping is based on their English proficiency and their age.

Students leave their mainstream classroom for half an hour of instruction in their groups twice a week. Each student has an English book where new vocabulary is recorded in English and in the student’s first language (where appropriate). The classroom teacher and ESOL teacher meet regularly to ensure that the special instruction relates to the class programme and meets the students’ needs. Each student has a record of the work covered with the ESOL teacher and takes this back to class and to their home. At their twice-yearly meetings with teachers, parents are given information and advice on how they can help their children at school. The ESOL teacher also accompanies parents for interviews with teachers.

The teacher aide runs a parallel programme, based on the Hauraki Early Language Programme (HELP), 11 to give NESB students language experiences and to broaden their vocabularies.

New NESB students’ listening, speaking, reading, and writing are assessed every ten weeks. Once the students reach a stage where they are able to converse with others and have begun to read and write with some independence, they are moved off the programme to full mainstreaming. Teacher resource kits are available for the mainstream classroom teachers to assist them in teaching NESB children.

An English-language reception programme at Birkenhead College

Selected students receive intensive tuition in elementary English for either two or four hours a day. The aim is to improve their oral and written English to a level where they can take part in learning programmes in the mainstream classes. The students are also introduced to specialist vocabulary and language use in each subject area and to the working environment of each curriculum area.

For the rest of the day, the students attend mainstream subject classes, but they are not expected to complete all the tasks and assignments – they observe, listen, and participate in class activities wherever possible.

There is no set time-frame for this special programme. Students graduate when both they and their teachers know that the time is right. Many students remain in the programme for only a week or a month, but others stay for one or two terms or even a year.

Two further outlines of programmes to support new NESB students in secondary schools can be found in Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools on pages 126–29.

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ESOL Intensives

What is an intensive?
An intensive is any teaching and learning programme or provision that:

- is focused on a specific, identified learning need;
- has a designated purpose (once the purpose has been achieved, the intensive finishes);
- is “intense” while it lasts. Learning periods are regular, frequent, and purposeful, and learning takes place in small groups. (The optimum size for such a group ranges from four to twelve students.)

What is an ESOL intensive?
An ESOL intensive is one that provides NESB students with the English language support and input that they need. It enables them to cope more effectively with the specific demands (in English and across the curriculum) that they are experiencing in their mainstream classes and to become more independent.

Where does the intensive take place?
Intensives can be provided in a mainstream classroom, during a class lesson, or in a room set apart for language support purposes. The room could be a small, quiet room in the ESOL centre or in the language department.

Who teaches the intensive?
Ideally, the teacher will be a fully qualified teacher with mainstream experience as well as ESOL qualifications and with understandings based on experience with NESB students. If the intensives are to be effective, the school’s best ESOL teachers should lead them. Teacher aides, while they can be very effective in supporting the teacher, should not be asked to lead intensives. To ask an untrained person to take on this complex teaching role would be unfair both to the teacher aide and to the students.12

Support in the Mainstream Classroom
Support in the mainstream classroom may be provided by an ESOL teacher, a teacher aide, or a student or adult voluntary helper. In-class support is most effective when the mainstream teacher supports the idea, plans for it, and capitalises on its benefits. Refer to chapter 7 for suggestions about professional development for mainstream teachers of NESB students.

Support by ESOL teachers
ESOL teachers, working in partnership with classroom teachers, can provide specialist assistance in planning appropriate learning activities and can help to choose learning materials. When providing support in another teacher’s classroom, the ESOL teacher can promote effective language-learning approaches that will benefit others as well as NESB students. At the same time, ESOL teachers will learn at first hand about the language demands of the different curriculum areas and the specific learning needs of NESB students in the mainstream, which will help them to plan relevant programmes for their ESOL classes.

12 The section on ESOL intensives is by Jannie van Hees, Auckland College of Education Advisory Service.
Partnership teaching at Aorere College

An extension of in-class support is a more formal partner-teaching system where two teachers plan and teach together for a term or year. This school, where mainstream students are predominantly from non-English-speaking backgrounds, extended the concept of in-class support. The English Language Support team, in conjunction with the English and Mathematics departments, developed a partnership teaching programme for NESB students with specific language needs. These students are placed in certain mainstream classes where numbers are kept low. The English Language Support teacher works alongside the curriculum teacher to plan lessons and develop teaching strategies and learning materials appropriate for the language and learning needs of these students. Both teachers share responsibility for the class in this long-term partnership.

An added advantage of this teaching approach is that it provides an opportunity for ongoing professional development of all staff involved.

ESOL teachers can provide focused support for NESB learners, working in groups or individually, as they teach in regular classrooms along with the class teacher.

Support by teacher aides, parent helpers, and other adult volunteers

Community volunteers and teacher aides (including bilingual people) can provide very useful in-class support. They sit beside the NESB students to assist them in individual and group tasks. These people will need training so that they understand and feel comfortable about their role. For example, they could:

- learn appropriate support strategies;
- extend their knowledge and awareness of the students’ culture or cultures;
- develop an understanding of classroom procedures;
- develop their knowledge within appropriate curriculum areas.

An example of one secondary school’s rationale and guidelines for using in-class support can be found on pages 191–93 of Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools.

Peer Tutors

Their fellow students can be excellent tutors for NESB students when they are well motivated, trained, and supported. The tutors as well as the NESB students are likely to benefit from the experience. Research indicates that substantial gains are made in reading levels and confidence by all the students involved in peer-tutored reading. Peer-tutoring programmes are often used for reading; they can also provide support for NESB students in all curriculum areas. In his article in Many Voices 13, Roger Barnard discusses how peer tutors can help NESB students adapt to New Zealand’s learning culture and refers to some of the literature on peer tutoring, including earlier articles in Many Voices.

Students chosen as tutors should be good communicators who are interested in others and sensitive towards them. Peer tutors often learn a great deal about the life and culture of the student they work with, and this enhances cross-cultural understanding within the school.

Peer tutors may be students with the same first language, who can help the new settler to understand what is happening in the classroom and translate if necessary. (However, school staff should be aware that some bilingual students may have reasons for being unwilling to assist in this way). Peer tutors who speak only English can also help new learners of English with set tasks (for example, through modelling).

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Peer-tutoring systems need to be carefully thought out. Each pair of students should be matched, and training and support should be provided for the tutors. The programme should have clear objectives, and it should be monitored and evaluated regularly.

**Training for peer tutors**

Students who agree to act as peer tutors need to know:

- what is and what is not expected of them;
- who will provide them with support, assistance, or advice;
- when and where they should meet and how long the tutoring session should last;
- what the NESB student particularly needs help with;
- any teaching strategies that can assist, for example, “pause, prompt, praise”;
- how to record progress, how often this should be done, and to whom this information should be given.

Teachers who train peer tutors should model sound procedures for them and then provide opportunities for the tutors to practise these procedures through role-play.

**Peer tutoring in a primary school**

Mairehau Primary School set up a peer-tutoring programme in 1992, when a number of refugee families moved into the school community. Peer tutoring was used to help the classroom teachers and to give NESB students more opportunities for one-to-one contact with English speakers. The school currently has eighteen tutors, five of whom are older than the NESB student they tutor. Two tutors are trained for each NESB student so that no tutor misses too much class work.

At this school, peer tutoring focuses on reading development and vocabulary extension. English-speaking children are trained in the “pause, prompt, praise” approach to tutoring reading. Where possible, NESB students who speak more English are also used. The ESOL teacher conducts the training and models the process for the tutors.

Tutors meet three times a week with their NESB partners to read material selected by the classroom teacher and the NESB student. After each session, the tutor completes a chart, noting the date and the book read and including a comment. Sometimes there are follow-up activities that the children complete together.

Progress is regularly monitored by the ESOL or classroom teacher through running records. An ancillary staff member also monitors the programme, checking that tutors are fulfilling their responsibilities and that each partnership is working successfully.

**Peer tutoring at Lynfield College**

Peer tutoring at Lynfield College aims to provide one-to-one support for students who are having difficulty in specific aspects of a subject.

In term one, a teacher calls for volunteers from year 13 students. As an incentive to participate, students are told that they will receive a signed letter from the principal at the end of the year thanking them for their contribution, which they can then include in their curriculum vitae.

NESB students who need tutoring are encouraged to apply for it. Volunteer tutors are matched to the students who apply, and they arrange to meet once or twice a week at lunchtimes, in study periods, or after school.

Many NESB students apply for tutoring each year. Some specifically request a tutor who speaks their own language. Others see it as a good way to make new “Kiwi” friends and prefer a New Zealand student. NESB students who volunteer to be tutors usually do an excellent job. The subjects in which tutoring is most commonly asked for are maths, economics, and accounting.

Another kind of peer tutoring forms part of the health and recreation programme for year 12 students. Each term, a group of these students chooses to be trained as reading tutors. After training, they are matched with newly arrived NESB students and provide two periods of reading help each week. Many of these tutors are NESB students.
A transcript of the conversation of a peer tutor and an NESB student working together can be found on pages 116–18 of *Promoting Positive Race Relations in New Zealand Schools: Me Mahi Tahi Tārou*. On pages 136–38 of *Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools*, there are detailed notes for teachers explaining how a buddy system in a primary school may be set up. 

**Special English Language Courses in Secondary Schools**

In many secondary schools, special English programmes are available for NESB students at most levels as part of their regular weekly timetable. Such programmes may supplement the work of the normal English class or replace it as an alternative course. Special English classes are usually taught by an ESOL specialist. At the senior level, these courses often focus on providing students with the skills they will need for tertiary study. For example, the course might cover English for Academic Purposes.

One such course is the International English Language Testing System (IELTS). New immigrants may need an IELTS score in order to enter university or polytechnic courses, and many of New Zealand's overseas students complete the course because it gives them an international English qualification. IELTS is an internationally recognised test of English language proficiency, and it is used to determine whether students are ready to study through the medium of English. The course, which is administered by the IELTS organisation, includes tests in reading, writing, speaking, and listening. In a school context, an IELTS course is most appropriate for NESB students in years 12 or 13, who often find that the content helps them cope with the language requirements of their other courses of study.

In these programmes, as in other school programmes, students and teachers should operate within the New Zealand Curriculum Framework and work towards the achievement objectives of *English in the New Zealand Curriculum* at appropriate levels. International qualifications should be fitted within this framework rather than provided as “stand-alone” courses. The curriculum can embrace IELTS, but a course that focused only on IELTS might not fully support the principles of the curriculum.

**Modified Subject Courses in Secondary Schools**

Special groupings or classes of NESB students can be established for teaching and learning in mainstream subject areas, particularly in large secondary schools where there are significant numbers of NESB students studying a particular subject and experiencing difficulty. Subject teachers who are experienced in working with NESB learners take these classes, following the mainstream curriculum but streamlining and sometimes simplifying it to meet the students' needs. Teaching approaches cater for the language needs of NESB students, and much of the information is covered at a slower pace. Learning activities emphasise vocabulary learning and language development and provide opportunities for practice and revision.

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An alternative science option for NESB students used by Lynfield College

A special science option has been set up for students who are new learners of English and who are considered unlikely to achieve success in the Year 11 science course and the School Certificate science examination. The alternative course aims to:

- improve NESB students' science skills and knowledge;
- improve their knowledge, understanding, and use of the language of science;
- improve their general use of English language in a science context.

The course is taught by an experienced science teacher who has postgraduate qualifications in English language teaching. Lessons are planned with a focus on language as well as content. High priority is given to vocabulary learning, including the learning of scientific terms, and students are given special help and guidance with language-based tasks.

The content follows the prescription for School Certificate, with an emphasis on:

- the physical sciences of chemistry and physics;
- experimental skills.

An emphasis on experimental work has been developed because many of the students are from Asian educational backgrounds where they have had little experience in practical science.

The intention of this course is to provide NESB students with the background to enable them to complete courses in sixth form chemistry and/or physics successfully in the following year. (Fewer NESB students elect to study biology in the senior school because of its high language demands.)

Supporting and Maintaining First Languages

NESB students should be encouraged in every possible way to maintain their first languages and cultures and to build on them. Their first language is the foundation on which they build knowledge – including their knowledge of other languages, such as English.

School staff and students can show that they value the first languages and cultures of NESB students and offer them opportunities to use them in all kinds of ways. (Refer to page 53 for some examples.)

However, the home is where NESB students should find most support for their first language development. It is very worthwhile for schools to invest time in helping NESB families learn about “best practice” in bilingualism and biliteracy. The video *The Reading Partnership*, produced by the Video Production Unit of Auckland College of Education, is one example of a resource developed for this purpose.15

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15 *The Reading Partnership* (Auckland College of Education, 1994) is a videotape that can be used for teachers’ professional development and for parent education. It shows how a Tongan mother supports her child’s first language development in the home environment, using books from school.
Schools could consider setting up bilingual programmes or classes. In planning these, school staff should consult with professional experts and with the students and families who would be involved. Any such programme would need to be based on an effective model and to include a sound system of quality control that was approved by the school, by experts in bilingualism, and by the cultural community.  

**Working with bilingual staff**

One very positive step that schools with significant numbers of students from a particular language background can take is to employ bilingual teachers or teacher aides. Bilingual teachers or teacher aides can fulfil a number of different roles within the school.

- They can support students in learning curriculum content, explaining key ideas and vocabulary in the first language.

- They can provide pastoral care. Many NESB students identify strongly with a bilingual teacher or aide from the same cultural background. Bilingual staff who have this role may benefit from professional development in counselling skills.

- Bilingual teachers and aides can foster students’ self-esteem and pride in their first language and culture. They can encourage them to use their first language as a bridge to learning while their English develops.

It can take some time to set up meaningful and coherent programmes with a bilingual teacher or aide. All the adults involved will need good communication skills and sensitivity. Teachers who have trained in other countries may need professional development and support to understand the curriculum content, management strategies, expectations, and activities of New Zealand classrooms.

The bilingual teacher may work alongside the class teacher in the classroom for part of the school day and take the NESB students aside for first language development and cultural activities at other times. Or schools may offer courses with curriculum subjects in students’ first languages, for example, maths in Somali or science in Korean.

**Bilingual support at Gilberthorpe School**

Gilberthorpe is a small Christchurch school with a significant Samoan population. A Samoan tutor is employed to assist classroom teachers and to run a cultural group. In-class support is conducted mostly in English, but the students are able to ask questions and seek clarification of instructions and concepts in Samoan. The cultural group, where students learn about aspects of their culture by participating in activities, is conducted mostly in Samoan.

The tutor helps to maintain links with the Samoan community, provides pastoral care for the Samoan children, and provides Samoan translations of information for newsletters and other communications.

**Bilingual support at Mount Albert Grammar School**

Mount Albert Grammar School has employed bilingual tutors to support their Somali and Ethiopian students. These refugee students had missed out on schooling as a result of dislocation caused by war and lack of provision for education in refugee camps.

The support has been very specifically targeted in two areas.

- Working in conjunction with staff in the intensive ESOL programme to teach a group of preliterate beginners who had arrived recently, bilingual tutors focused on basic literacy and numeracy.

- The tutors also worked to support a group (NESB students who had been longer at the school) in specific subjects, focusing on maths and science. This allowed the students to “upskill” in key areas. They took fewer mainstream subjects but had a full timetable.

Bilingual tutors from Somali and Ethiopian communities had suggested that restricting the number of mainstream subjects that refugee students take in their first two years at secondary school can help them to succeed.

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16 The section above, on Supporting and Maintaining First Languages, is adapted from material by Jannie van Hees, Auckland College of Education Advisory Service.
Schools should spell out their aims when developing a bilingual programme or planning how to use bilingual teacher aides. They will need to develop a policy and procedures for employing bilingual staff and to define clearly the roles of those involved, describing lines of responsibility and accountability.

**Effective Provisions for Students from Language Backgrounds Other Than English:** A Guideline for Primary Schools suggests criteria to use in choosing a bilingual liaison person, describes what a bilingual co-ordinator may do, and suggests ways to use bilingual teacher aides, on pages 39–41.

**Supporting first languages without bilingual staff**

Not every school will be able to provide bilingual support, but all schools can take action to affirm their NESB students’ first languages and cultures.

- **Encourage parents to participate in the school programme by sharing stories and songs from their homeland.**
- **Incorporate all the school’s community languages in school newsletters, assemblies, and displays.**
- **Include students’ languages and cultures in units of work (for example, in social studies or music).**
- **Provide books and tapes in students’ first languages in the library and classrooms.**
- **Display artefacts and students’ work relating to other languages and cultures.**
- **Consider placing NESB students from the same language background together – at least when they first arrive at school. (In some cases, this may not be appropriate, for personal or cultural reasons.)**
- **Encourage students to use their first languages for discussing new ideas and difficult concepts (with their parents or other students who speak that language) and for writing when appropriate, at school and at home.**
- **Have interpreters available at enrolment and for parent-teacher interviews when necessary.**
With the help of parents and community resources, schools without bilingual staff can offer their NESB students first-language support through:

- classes in community languages;
- international or cultural clubs (which support the first language and culture while also building bridges between cultures);
- bilingual resource material and translations of school information packs and newsletters. (Sometimes bilingual parents who are not confident about working directly with students may be willing to translate written material.)

Schools can also compile a register of NESB parents who are willing to provide support for new families or to be contact people when emergency interpreting is needed, for example, if a new NESB student is ill.

**Developing positive attitudes within the school community**

Some staff may need support and professional development opportunities to feel comfortable with NESB students using languages other than English in the school environment. Other students may also need encouragement (and good teacher models) to develop positive attitudes towards the opportunities that NESB students bring to the school. (Refer also to chapter 2.)

**Guidance, Counselling, and Conflict Resolution**

Traditional guidance and counselling structures in the school may not meet the specific needs of NESB students. Schools with NESB students should review their current strategies for providing counselling, mediation of disputes, behaviour management, and practical assistance.

**Providing guidance and counselling**

Schools may need to plan pastoral care and counselling systems specifically to support NESB students. Some secondary schools have created positions for deans or teachers with responsibility for students from overseas, and others have appointed bilingual counsellors (usually part-time) to assist students from particular ethnic groups. The counsellors work with individual students who seek help and can also set up support groups among the students themselves. These groups meet regularly so that students can discuss their concerns in their own language and in a non-threatening environment.

Where there is no bilingual person on staff, bilingual support people from the community may be brought into the school to help NESB students who are experiencing problems. Schools doing this will need to consider issues of confidentiality very carefully.

Bilingual people can also provide in-school professional development for staff.
Life skills training for Chinese immigrant students at Pakuranga College

At Pakuranga, it became clear that NESB students rarely used the school counselling services. This may have been because the two counsellors were European women or because it was not acceptable in the students’ cultures to seek help from outside the family. Yet many of these students were under stress as they tried to adjust to a new country and culture, and they needed help and guidance during this transition period. After consultation with a trained counsellor who spoke Chinese, it was decided to offer a series of weekly life skills workshops.

The students were divided into two groups of about fifteen students, one Mandarin-speaking and the other Cantonese-speaking. Four meetings, each lasting about two hours, were held once a week during the first term. A trained adult who spoke both Mandarin and Cantonese facilitated the meetings.

The goals of the programme were:

- for students to share their experiences, problems, and feelings as student immigrants;
- for students to develop effective settling and coping skills;
- to promote better adjustment and integration into New Zealand, both in school and in social life;
- to promote networking and social contact among the participants;
- to encourage the use of the school counselling service.

The following topics to discuss at meetings were selected.
1. Being a Chinese student in New Zealand
2. Communication skills with parents and peers
3. Coping with grief and loss of family and friends from the home country
4. Assertiveness: drugs, alcohol, and gang associations

Meeting the guidance needs of NESB students at Selwyn College

Selwyn College held a one-day professional development workshop for the principal, all deans, and guidance staff.

At the morning session, staff looked at aspects of culture, biculturalism, and multiculturalism and considered the impact of migration on students. A Korean adviser described the needs and perspectives of Korean students, and a Chinese adviser described the needs and perspectives of Chinese adolescents.

At the afternoon session, the group discussed the implications of what they had learned and worked on developing a strategic plan to meet the guidance needs of the school’s NESB students.

Peer mediation

Peer mediation is a recognised programme of behaviour management where students are trained in conflict resolution strategies to help other students deal with disputes. Schools that use this programme can train mediators representing all the school’s cultures and languages. This minimises the negative effects of language barriers and enables the peer mediators to negotiate and resolve even disputes involving new NESB students.

Peer mediators need to be able to rely on the support of adult staff, who should meet with them regularly and also monitor the programme.

Behaviour management systems

Schools with many NESB students may need to put in place structured behaviour management systems that take account of the school’s cultural composition. Such a system will outline clearly, for teachers, students, and parents, the school’s expectations for students’ behaviour and the processes that will be followed when problems arise.
Homework support schemes and centres

Many NESB students have difficulty with homework in English, and some have no suitable place in their home environment to study. Schools can support such students in their learning by providing homework centres. Teachers or community volunteers run these centres after school hours and provide extra tutoring, sometimes in students’ first languages. When adults, older students, or university students from the particular ethnic groups are involved, they can be excellent role models as well as providing help with homework.

The SEMO (Strengthening Education in Mangere and Otara) Project in South Auckland is (in 1999) establishing homework centres in South Auckland schools. A similar project is the Volunteer Tutor Scheme for Refugee Secondary School Students.

The Volunteer Tutor Scheme for Refugee Secondary School Students

The Centre of Refugee Education at the Auckland Institute of Technology set up this homework support scheme for quota refugee students in 1989. A paid co-ordinator is employed, but all other participants are voluntary. Most students work in particular subject areas (they may have different tutors for different subjects). Students who are beginner learners of English receive English language support at their level. Voluntary tutors are given instruction too.

The co-ordinator and the tutors advocate for the students and liaise with the school for them — for example, about placement, selection of subjects, and taking part in sports. They also work with schools to run holiday programmes, usually for specific ethnic groups. For example, James Cook High School ran a one-week holiday programme to develop Assyrian students’ knowledge of their own history, in the course of which the group produced a booklet and a display for the school.

Many students who have taken part in the scheme have gone on to tertiary education and achieved success.

KEY POINTS AND ISSUES IN CHAPTER 5

ESOL programmes must be carefully planned to meet the diverse needs of the NESB students in the school.

Orientation and reception programmes provide a welcome and support for NESB students when they first arrive.

Current programmes can be adapted or new programmes arranged to meet the language needs of NESB students. These students also need support networks when they join mainstream classes.

Schools need systems for supporting and maintaining NESB students’ first languages (using bilingual people if possible) and for special assistance, counselling, and conflict resolution.
Chapter 6

Mainstream Classroom Programmes

The majority of NESB students spend most of their time in mainstream classrooms. Their class teachers need to understand and provide for their language and learning needs. Teachers with NESB students in their class should build up a supportive language-learning environment in the classroom and always keep language-learning principles in mind when they are planning and preparing, implementing, and evaluating units of work. All students, not just those learning English, will benefit from a language-oriented learning programme.

The Need for Language-oriented Programmes

In mainstream classes, NESB students who are still learning to communicate competently in English must also begin learning through that language. The curriculum statements for all the learning areas are very language-oriented. For example, word patterns are an essential part of the maths achievement objectives, and science concepts are introduced in language-rich, real-life contexts. Such language may present additional barriers to learning for NESB students, who have to master the cultural content as well as the actual language.

It is therefore important that all classroom teachers are aware of these potential problems. They need to find ways to develop their NESB students’ background knowledge and relevant language as they engage with new content. For the students, the need to acquire language for class work can provide motivation and a focus for language development. But if the level of language demanded is out of the student’s reach, the student will become discouraged.

Before preparing learning activities for a unit of work, class teachers of NESB students should identify:

- **the language needs of the students**
  (for example, the specific reading and writing skills that they need to be taught);
  and

- **the language demands of the topic and texts**
  (for example, the use of abstract concepts or technical language).

Key vocabulary and language structures should be developed actively, as part of curriculum topics. Teachers can also promote language learning by identifying the specific English language skills, oral, written, and visual, that can be taught and used as students develop knowledge and skills in any curriculum area.

The Ministry of Education’s handbook Exploring Language is full of information that is useful to teachers of NESB students. It contains comprehensive information about the English language and relates this to the other community languages of New Zealand. It is accompanied by videos for teachers on oral language and visual language.

For suggestions about strategies and activities that help secondary students develop the language they need to study maths and science, refer to Language and Learning in Secondary Schools: Mathematics and Language and Learning in Secondary Schools: Science, by Sylvia Hill and Fran Edwards.

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Oral, Written, and Visual Language

Oral language

Oral language skills (listening and speaking) provide the basis on which other language skills are built. NESB students need to hear language that they can understand but that also gives them some challenge. They will probably understand more English than they are able to read or write, and they need to hear good models of spoken English — they will learn much from listening to and interacting with the teacher and their peers. Refer to page 18 for information about the “receptive phase” that most new learners of English go through.

Talk is vital for exploring new ideas because expressing our thoughts aloud helps us to make sense of what we are learning. By explaining, comparing, and discussing our ideas with others, we clarify our thoughts and consolidate our learning. Group work enables NESB students to hear their English-speaking classmates discussing, negotiating, and presenting ideas. They gradually build up the confidence to participate themselves.

Opportunities to acquire and practise oral language are essential for NESB students. A supportive classroom environment will help them to feel comfortable about taking risks and making mistakes as they struggle with the new language. For example, teachers can:

- encourage NESB students to talk through a task with another student from the same language background before completing the task in English;
- provide opportunities for them to practise their developing oral skills in pairs or small groups before expecting them to speak in front of the whole class;
- use poetry, songs, and chants with the whole class to help new learners develop a feel for the rhythm and the intonation patterns of English.

Written language

Each learning area has its own specialised vocabulary and language structures. Because there are differences between spoken and written language, NESB students usually need explicit teaching of the specific vocabulary, language features, and writing conventions typical of written texts in different curriculum areas.

Reading

Students need to be able to read a range of texts, and texts in English are often based on ideas and experiences (as well as language) that are unfamiliar to NESB students. New learners of English should be given repeated opportunities to read familiar materials to build up their confidence.

In junior classes at primary school, all students are involved in a range of experiences that are intended to help them to develop the background to comprehend the texts they read at school. NESB students learn decoding and comprehension skills along with their peers. However, they may find it much harder than their peers to follow certain words and structures, the cultural content of texts, and figurative language. With older NESB students, teachers may need to adapt their programmes more to include relevant experiences and repeated readings.
NESB students who cannot fully comprehend a text in English may sometimes have the
cognitive skills to understand the ideas, and teachers should provide every opportunity
for these students to engage their higher-level thinking skills. One way of helping all
students is to introduce reading material by talking about the topic, linking it to the prior
knowledge and experiences of the students, and discussing and teaching new vocabulary.
Other useful strategies include shared reading (to give students access to a text that they
might find too hard to read alone) and retelling (to check their comprehension of what
they have read). Pages 78–86 in The Learner as a Reader describe the shared reading
approach.

Providing support in reading subject-related material
NESB students need plenty of support and guidance when learning to read in English for
information, and they generally take longer to process information from material written
in English than their peers. Teachers can help by:

• going through the material with NESB students to help them build their knowledge of
  the language and content;

• providing simpler reading material on the same topic;

• preparing a tape of the text so that the NESB students can work through it at their
  own pace;

• letting NESB students take classroom texts home for private study.

Writing
The curriculum statements of the New Zealand Curriculum Framework require students
to produce a variety of types of writing (from informal notes to formal reports) for a
range of purposes (including personal writing and transactional writing). NESB students
will need particular help and support as they develop these skills.

Talking before and after writing helps NESB students to understand the process. In class
discussion of a piece of text, teachers can highlight not only the content but also language
features, for example, the organisation of the material into paragraphs or under headings
and subheadings. When students have their attention drawn to such features, they are
more likely to use them in their own writing.

Teachers can support NESB students in the writing process, for example, by:

• encouraging them to talk before and after writing (perhaps in their first language);

• talking with them about what they have written;

• modelling the writing process by constructing text on the board (or OHP) using
  contributions from the students.

Page 85 in The Learner as a Reader includes
a section on using shared writing with
NESB students.
Visual language
Viewing and presenting visual information and ideas can provide valuable learning support for NESB students. Pictures and videos can help them to understand concepts and to link known concepts to new labels. However, as students progress through school, visual language becomes more challenging. Older students are expected to interpret diagrams, maps, cartoons, and static images. In many of these, the written information is abbreviated and much knowledge is assumed. Teachers may need to provide support through explicit explanation.18

Mime, drama, and role playing can allow NESB students to learn about particular concepts or topics and to express their knowledge and understanding effectively, with or without English words. Providing some visual material that relates to the NESB student’s first culture is another way to encourage the development of appropriate language for talking about visual text.

Language and the Essential Skills
The New Zealand Curriculum Framework includes essential skills that should be taught in all the learning areas. Many of these are language-based skills. For example, older NESB students often lack experience and understanding of the research process and need special assistance to develop research skills. By carefully structuring tasks, teachers can help students to develop higher level information-processing skills, such as critical reading, note taking, summarising, and evaluating material. These are essential for independent learning at senior school levels.

Using Information Technology
Teachers can organise their programmes to take advantage of the benefits of information and communications technology. Interactive software offers opportunities for students to work in pairs or small groups, and individual students can use CD-ROMs or software programs for vocabulary and grammar skill development. When students use video and computer technology for multimedia presentations, there is great scope for English language development, especially when students work together to create their own slide shows or multimedia presentations.

Identifying Curriculum Language Learning Needs
When mainstream teachers identify language objectives as well as other curriculum objectives at the planning stages, the task of teaching NESB students becomes more productive in the long run. Where possible, such analysis should be done in consultation with the ESOL teacher. A form such as the one on page 61 can be used as a liaison document by classroom and ESOL teachers. The classroom teacher fills it in when planning, and the ESOL teacher then fills in the lower section and refers to the form when deciding how best to support the NESB students in their learning.

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Developing language through a topic study in a curriculum area

Curriculum Area: 
Curriculum Teacher: 
Achievement Objective(s): 
Level: 
Topic: 

<table>
<thead>
<tr>
<th>Content and learning activities</th>
<th>Vocabulary</th>
<th>Language functions and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher describes main activities planned to develop both the content and the language of the topic.</td>
<td>Class teacher identifies key vocabulary for this topic.</td>
<td>Class teacher identifies specific features of language that students will be using. These could be within the language of instructions (for example, numerical sequence and the use of imperatives), the language of explanations (for example, describing cause-and-effect by giving reasons), or the language of exposition (for example, structure, paragraphing, and the use of objective language).</td>
</tr>
</tbody>
</table>

ESOL Teacher: 
Language Outcomes: 

<table>
<thead>
<tr>
<th>Specific language skills to develop</th>
<th>Suggested sequence of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL teacher identifies appropriate focus for language development.</td>
<td>ESOL teacher suggests ways to maximise learning opportunities for NESB students during the topic study.</td>
</tr>
</tbody>
</table>

Teachers who use a language development format like this (along with their plans for curriculum units of work) will find that when language activities are integrated with content, students are more likely to understand new concepts and communicate about them.

19 The above format was adapted from Learning to Learn in a Second Language by Pauline Gibbons.
Teachers can focus on language as well as content in other ways too, for example, by:

- including reading, writing, listening, and speaking activities in units of work;
- using visual material and concrete examples;
- writing key words on the board for students to refer to;
- simplifying explanations by replacing complex language with more commonly used words;
- supplying further information to clarify students' understanding;
- providing dictionaries and word banks for students and developing subject glossaries with them;
- giving students opportunities to use English in pairs or small groups.

**Classroom Organisation**

**Group work**

Working in groups that are focusing on a specific task is particularly useful for NESB learners because it gives them opportunities to practise talking. New language learners increase their range of language functions, take more risks, and self-correct more often in small-group situations. In groups, too, NESB students can learn many social communication skills. However, teachers should be aware that learning in groups may need to be explained to NESB students and families from countries where teacher-directed programmes are the norm.

Teachers can use different kinds of groups for different purposes.

- Grouping NESB students with the same first language enables them to discuss ideas in their own language. When the students do not have to think about English vocabulary and grammar, they can engage their higher-level thinking skills.

- When material in simple English is available, grouping together new learners of English with different first languages can give them an opportunity to practise their language skills with other students of comparable ability.

- Randomly mixed groups provide opportunities for NESB students to learn from their English-speaking peers. In co-operative learning groups, which are focused on a common goal, the strengths of all group members are needed to complete a task, and the contributions of all members, including NESB students, are accepted and valued.
**Multilevel tasks**

The specific learning outcomes for a unit of work can be applied at various levels. By offering all students (including NESB students) the opportunity to achieve specific learning outcomes at their own level (or by using different materials or activities), teachers allow them to succeed when otherwise they would struggle and learn little or nothing.

Sometimes the students themselves choose tasks from a range provided. This more informal approach not only allows students to work at different levels but also accommodates their different learning styles. The teacher helps students to establish their individual goals, and the students work at their own pace, in their own preferred ways, to achieve those goals.

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**KEY POINTS AND ISSUES IN CHAPTER 6**

- All teachers are language teachers.
- All students, not just those learning English, benefit from a language-oriented learning programme with a variety of teaching and learning approaches.
- Working together, teachers should plan to teach their students the language they need to learn in all the essential learning areas.
Chapter 7

Professional Development for School Staff

Effective teachers are the key to successful school programmes for NESB students. Everyone who teaches these students should have professional development that focuses on the needs of NESB learners – their needs as learners of English and their needs as members of mainstream classes. Their teachers need the understanding, knowledge, and skills to enable them to cater for these needs. They will then be able to provide good models for other teachers, ancillary staff, parent helpers, and students.

Schools with significant numbers of NESB students should employ one or more trained ESOL teachers if possible. Ideally, an ESOL teacher will:

- be flexible, creative, positive, and inspiring;
- be a trained teacher who has recent and relevant qualifications in teaching English as a second or additional language;
- be familiar with the New Zealand Curriculum Framework and experienced in implementing it;
- have recent classroom experience of successfully teaching NESB students, preferably in New Zealand;
- be sensitively aware of cultural and linguistic diversity;
- value cultural and linguistic diversity and be able to relate well to people from diverse cultures;
- be able to work with and advise staff at all levels and in all curriculum areas and to provide professional development as needed;
- be able to develop and share appropriate resource materials as they are needed;
- be able to liaise and build up networks – in the school, in the community, and with other ESOL professionals.

It is important that ESOL teachers keep up to date by continuing their own personal professional development.

The active commitment and support of the principal and senior staff are vital if ESOL professional development programmes are to be successful. School management staff need to be committed to the long-term planning and implementation of such programmes.

Schools should develop an ongoing plan for this aspect of professional development, especially when they have large numbers of NESB students. Teachers with special responsibility for the learning and emotional needs of NESB students should receive ESOL training as a matter of course.

In addition, as many teachers as possible should be encouraged to participate in an appropriate professional development programme. All teachers are teachers of language and need to be conscious of this in their planning and teaching. NESB students need long-term support that is both specific and explicit to help them learn the language of the various curriculum areas.
Professional development programmes in schools may focus on developing:

- *cultural awareness;*
- *knowledge about language acquisition and development;*
- *knowledge about the emotional and social needs of NESB students;*
- *knowledge about the special needs of refugee students;*
- a repertoire of teaching and learning strategies that maximise the learning and language skills of NESB students;
- a school policy on NESB students, covering all aspects from school entry to participation in the mainstream;
- a school policy on language and languages;
- reliable, valid, and consistent methods of gathering information and assessing NESB students’ progress (including diagnostic, formative, and summative assessment);
- teachers’ awareness of resources that support and include multicultural perspectives across all curriculum areas.

Research (for example, in *Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools*) shows that many teachers currently working in schools received very little information about NESB students during their years of training. Most teachers value opportunities to improve their skills in this area. The following comments were made by classroom teachers following professional development that focused on the language-learning needs of NESB students.

“I have gained a heightened awareness of the language needs of students. It seems that I can no longer blame the English department for students whose language skills are lacking – I have to do some language teaching in my subject.”

“As a teacher of mathematics, language was not something I had thought greatly about. I have had an interesting insight on how it feels to be from a non-English-speaking background. I now feel I can offer my NESB students a better course, both in content and delivery. Some of the students in my classes have extremely limited English. I’m now more aware of how difficult the work is for them, especially word problems, and can give them the help and support they need.”

“It made me focus on small details like jotting down vocabulary and explaining verbally one on one as well as to the whole class. I also try to give instructions more clearly and put these in writing as reinforcement.”

“I make an extra effort to look at NESB students’ writing in class to see if they have understood the task. When a new word comes into the lesson, I emphasise its meaning and use alternative simpler words.”

“As a result of using vocabulary activities, I believe my NESB students have begun using art vocabulary more quickly than they would have done otherwise. Their learning, confidence, and even socialisation have been improved as a result.”

“The course opened my mind to the problems that NESB students have in learning. I am much more aware of their needs, especially in developing their vocabulary comprehension. The students are responding with an obvious increase in their confidence – they now ask questions, contribute in class, and participate more.”
There are many options and possibilities for professional development. In planning for professional development opportunities, schools need to be aware of Ministry of Education initiatives, whole-school or team development opportunities, and courses for individual teachers.

**Ministry of Education Initiatives**

In recent years, the Ministry of Education has let contracts across the country for the provision of professional development programmes to assist teachers to cater more effectively for the language and learning needs of NESB students.

At primary and intermediate levels, this professional development supports the whole-school programme. Teachers and other staff in participating schools have been able to develop a shared understanding and focused commitments in their planning and practice.

At secondary level, a designated number of teachers across the curriculum areas participate in professional development aimed at supporting NESB students in the mainstream. Some of these teachers are trained as tutors, and so they are able to continue the professional development of other staff in the school. Such approaches can benefit teachers through the support systems and collaborative planning they foster as well as having positive outcomes for individual staff members.

**Whole-school and Team Initiatives**

Professional development initiatives by schools, or by a team, department, or faculty within a school, can include:

- full staff meetings led by ESOL advisers or by ESOL experts within the school;
- one or more meetings of a school department, team, or faculty led by ESOL teachers or advisers;
- arranging for selected teachers to attend day courses run by advisory services and teacher support services;
- arranging day courses for teacher aides and other support staff;
- arranging for bilingual people and people from a variety of cultures in the community to share their perspectives with the school;
- building up a professional library on teaching and learning in NESB programmes.

Generally, “one-off” day courses are unlikely to achieve extensive changes in the attitudes and practices of school staff. Short courses need to be followed up by ongoing professional development over time.
Opportunities for Individual Staff Members

Professional development opportunities available for individuals (including support staff and community volunteer helpers as well as teachers) include:

- **ongoing classroom-based support provided by advisory services and teacher support services;**
- **courses towards qualifications in TESOL (Teaching English to Speakers of Other Languages), which are available from a number of providers, either through distance education or as face-to-face courses out of school time;**
- **membership of the local TESOLANZ association, which has a branch in every region of New Zealand;**
- **meeting informally in local school-based cluster groups of schools to share teaching ideas and local resources and concerns;**
- **teachers’ refresher courses with an ESOL or cross-cultural focus.**

Boards of trustees and school management can support individual teacher development, for example, by assisting teachers with training expenses for their qualifications and by paying subscriptions to TESOLANZ, the professional association of ESOL teachers in New Zealand.

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**KEY POINTS AND ISSUES IN CHAPTER 7**

In schools with NESB students, all staff need relevant professional development opportunities.

ESOL teachers can play a leading role in school-wide professional development. To do so effectively, they need to be able to demonstrate not only sound ESOL teaching techniques but also practical ways of teaching NESB students in the various curriculum areas.

Professional development opportunities include Ministry of Education initiatives, whole-school or team development, and courses for individual teachers.
Appendix A:  
Example of a Bilingual Information Form

These pages are from *Bilingual Information-Gathering Forms and Information on the Naming System*.

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**To Parents and Guardians**

Background Information on your child:

*معلومات متعلقة عن الأبناء*

Please help us to know more about your child and the family by filling in this questionnaire. We hope that by having this information we can better cater for your child.

It would be helpful if the information you give us could be written in English. If this is not possible, please fill in the form in your language.

---

1. **Parents or Guardians:**

   **والدين أو الوالدين:**

   **Family Name:**

   **الأسم العام لولي:**

   **Father’s First Name/s:**  
   **أسم الوالد:**

   **Mother’s Family Name:**

   **الأسم العام لولي:**

   **Mother’s First Name/s:**  
   **أسم الوالد:**

   **or Guardian’s Name:**

   **أو أسم ولي الأمر:**

   **Ethnic Origin - Father:**  
   **جنسية الوالد - والد:**

   **Country of Birth - father:**  
   **مكان الميلاد - والد:**

   **Place of Birth:**

   **مكان الميلاد:**

   **Country of Birth - mother:**  
   **مكان الميلاد - والدة:**

   **Last Country of Residence:**  
   **آخر مكان سكنه:**

   **Date of arrival in NZ:**  
   **تاريخ وصوله إلى نيوزيلندا:**
2. **Occupation in your Country:**

الشغال في بلدكم

Father: 

والد

Mother: 

الوالدة

or Guardian: 

أو ولي الأمر

3. **Occupation in New Zealand:**

الشغال في نيوزيلندا

Father: 

والد

Mother: 

والدة

or Guardian: 

أو ولي الأمر

4. **Contact Person for the Family / or Sponsor:**

الشخص الذي يمكن التواصل به للعائلة أو ولي الأمر

Full Name: 

الاسم الكامل

Telephone Number: 

رقم الهاتف

Address: 

العنوان
5. **Your child:**

أ ولدكم

Family Name: ____________________________

أسم العائلة

First Name/s: ____________________________

الأسم الأول

Preferred name: __________________________

الأسم المفضل

Date of Birth: ____________________________

تاريخ الميلاد

Place of Birth: ____________________________

مكان الميلاد

Date of arrival in NZ: ____________________________

تاريخ الوصول إلى نيوزلنز

Numbers of brothers and sisters - (please give their ages):

عدد الأخوة والأهواز (مرجع بينان أعيادهم)

<table>
<thead>
<tr>
<th>Age</th>
<th>سن</th>
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<tbody>
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</tr>
</tbody>
</table>

Does your child have any health or medical problems? (Please explain clearly what they are):

هل لدى طفلكم مشكلة صحية؟ (مرجع شرحها بالتفصيل)

|                                                                                           |
|                                                                                            |
|                                                                                            |
|                                                                                            |
|                                                                                            |
|                                                                                            |

Does your child take any medication? [ ] Yes [ ] No

If yes please explain:

إذا كانت الأدوية نصمه مرجع ذكرها فملاحظهم

|                                                                                           |
|                                                                                            |
|                                                                                            |
|                                                                                            |
|                                                                                            |
|                                                                                            |
Please state any questions or concerns you may have:

What are your child’s hobbies/interests?

Things he/she likes to do:

Do you or any other person read regularly to your child?  Yes [ ]  No [ ]
In what language(s)?

Do you have access to books for your child?  Yes [ ]  No [ ]
In what language(s)?
6. Languages used in your home:

spoken:____________________

written / read:____________________

languages you know:

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

Languages your child........

understands:____________________

speaks:____________________

reads:____________________

writes:____________________
7. **Previous education in your country:**

State if your child has had any previous educational experiences in your own country or another country; eg Play Group, Primary School, Secondary School, or Skills Training.

<table>
<thead>
<tr>
<th>Names of Schools:</th>
<th>Place:</th>
<th>Length of time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أسماه المدارس</td>
<td>المكان</td>
<td>صور الزمن</td>
</tr>
<tr>
<td></td>
<td></td>
<td>من/الي</td>
</tr>
</tbody>
</table>

8. **In New Zealand:**

<table>
<thead>
<tr>
<th>Names of Schools:</th>
<th>Place:</th>
<th>Length of time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أسماه المدارس</td>
<td>المكان</td>
<td>صور الزمن</td>
</tr>
<tr>
<td></td>
<td></td>
<td>من/الي</td>
</tr>
</tbody>
</table>

9. **Other comments or information useful to us:**

أي معلومات أخرى تكون صغيرة لنا.

Thank you for your help.

شكراً جزيلاً لمساعدتنا.
Appendix B
Giving Enrolment Information about Your School to NESB Students and Families

NESB parents, families, and students have indicated that they would like to know the following about the school:

Information about the school's physical layout:
• a clear and well-labelled map of all buildings and important areas in the school

Information about the staff:
• photos and names, where each teacher can be found, their individual teaching responsibilities, and how to contact all staff, including non-teaching staff
• the best or preferred ways and times to contact teaching staff, front office staff, and the principal

Information about daily routines and provisions:
• bell times
• organisation of time into blocks or periods; timetabling details
• school daily starting and dismissal times
• routines and times for interval and lunch break
• buying lunch – what is available and what is the procedure?
• picking up children – places and procedure
• homework expectations and routines
• after-school activities or expectations and extra-curricular options
• exemptions – what options or solutions are there if students are unable to participate or are reticent about it?
• reporting absences, ill-health, or special family circumstances – what is expected and what are the procedures?

Information about special events, activities, or provisions:
• details about on- and off-campus compulsory and voluntary programmes, events, and activities, such as school camps, galas, and sports events
• information about parent evenings, BOTs, PTA, etc.
• information about extra study opportunities and support
• support/provisions for special cultural/religious practices

Information about basic requirements for materials:
• requirements and prices for stationery and equipment – and where to purchase them
• requirements and prices for uniforms – and where to purchase them
• fees required for basic and extra teaching and learning provisions (including extra-curricular options)
• preferred payment options and dates by which payments are expected

Information about basic requirements for students' behaviour and their social participation in the life of the school:
• details on the behaviours and attitudes students are expected to show towards other students, school staff, and visiting adults – with the consequences of misbehaviour or negative attitudes spelled out

20 This material is by Janine van Hees, Auckland College of Education Advisory Service.
• recommendations on how parents can support their child’s social and emotional development effectively, at school and at home
• details of school-based guidance systems and of careers information and related activities

Information about important aspects of curriculum learning:
• a list of subjects or curriculum areas and options within these
• a list of current and future topics to be studied in the school or class curriculum
• general suggestions about how to support students at home in specific curriculum areas or subjects
• details of what each curriculum area is about, especially at the year level of their child
• specific advice on how to support their child in research assignments
• recommendations on effective study and homework practices
• recommendations for texts or other support materials that their child needs or that would be useful
• explanations of unfamiliar curriculum areas, such as health (which may include sexuality education) or religious studies
• explanations of options open to parents for participating in school programmes
• recommendations on how to effectively support the English development of their child
• recommendations on selecting after-school tutors.

The list above is not exhaustive, but it indicates what is of greatest importance to NESB families and parents.

Note:
• Many NESB parents and families understand and can read English well. Many cannot do so or feel that they only partially understand.
• What is most important is that NESB parents and families get and understand the information they need or want. If providing the information in English, ensure that clear, plain English is used, both by speakers and in written materials.
• It may be possible to translate some of the information into the first languages of NESB families when significant numbers within the school community speak those languages. Doing this is helpful and affirming to most NESB families.
• It may be possible to convey much of the vital information, not only in written form but also in oral form (at meetings), in the first language(s) of the families. This ensures effective information giving and creates a wonderful forum for discussion, sharing, and feedback.
• Designating someone to liaise with specific community or ethnic groups for the school is an effective way of ensuring that communication, dialogue, and real sharing occur.

For more specific details on providing information and making NESB people familiar with the school, refer to pages 6 and 11 in Effective Provisions for Students from Language Backgrounds Other Than English: A Guideline for Primary Schools and to page 12 in Effective Provisions for Students from Non-English Speaking Backgrounds: A Guideline for Secondary Schools.
Appendix C: Professional Reading

Governance and management


General and curriculum

Some useful ideas for secondary school teachers.


Very useful reading for all teachers with NESB students. Explains the theory and practice of second language teaching in simple terms and provides examples of good models.


Outlines many of the common areas of language difficulty in students’ experience of mathematics and gives practical advice for overcoming such problems.


Helps teachers to understand the role that language, both in written text and in diagrams, plays in learning science and suggests teaching strategies.


Makes the point that the human relationships established between teachers and students are central to academic achievement and student engagement. Presents immigrant children’s stories, analyses their situations, and describes successful programmes.


A Cambodian girl living in New Zealand tells the story of her life. This social studies book is an excellent model for NESB students' writing and is good for reading and discussion. It was sent to all secondary schools in 1991.


A very practical book for teachers of NESB students who are accustomed to a teacher-directed education system.


A sound discussion of general techniques in the basic modes of English.


This article outlines the Learning Through Language Programme, which provides professional development for secondary school language teachers.


Includes general advice and principles as well as copymasters of recording sheets.


Covers the process of catering for NESB students from enrolment in a primary school through to the establishment of practical programmes for NESB students and professional development for staff.


As above, but for secondary schools.


A discussion paper on the development of a New Zealand languages policy.


Includes examples for using key language teaching techniques such as semantic webs. Appendices provide models of strategies and techniques.
Appendix D: 
Resource Materials for Teachers

This appendix describes some of the most useful resources and learning materials available for teachers of NESB students from New Zealand sources.

Many Voices

Many Voices is a journal published twice yearly by the New Zealand Ministry of Education. Many Voices provides a forum for discussion about teaching English to speakers of other languages and about teaching and learning community languages. It also suggests practical ways in which teachers can apply recent research in classrooms. Many Voices is intended to support schools as they implement programmes based on the New Zealand Curriculum Framework for students from a variety of cultures and language backgrounds. Standing orders are available to New Zealand schools on the basis of one copy for every five teachers, up to a maximum of five copies, free of charge. Many of the references in this book are to articles in Many Voices.

Choices

The Choices series is produced by Learning Media for the Ministry of Education to provide high-interest reading material for students in years 9 and 10 who find the usual classroom reading material too difficult. Some of these students are new settlers in New Zealand who are still learning to speak and read in English. One particularly relevant title is Settling In (1997). The Choices series, which includes audiotapes as well as books, can be used in many different ways. All secondary schools are automatically sent several copies of each new Choices title when it is published. An article describing how the series could be used with NESB students was printed in Many Voices 11.


This Ministry of Education catalogue of books includes learning materials that feature Pacific Islands people living both in their own countries and in New Zealand. Each entry is accompanied by a brief description.

Tupu Handbook

This handbook is designed to help teachers use the learning materials of the Tupu series in their classrooms. Most of the books in the Tupu series have been published in the original Pacific Islands language in which they were written (Samoan, Cook Islands Māori, Tongan, Tokelauan, or Niuean) and translated into English and the other four Pacific Islands languages. Many have an accompanying audiotape in the original language and all have accompanying teachers’ notes.

In Tune

This kit was produced in 1997 to assist teachers of years 9–10 students in promoting positive race relations through ideas and non-confrontational activities centred around the Treaty of Waitangi and race issues. The kit, including both students’ books and a teachers’ book, was produced by the Office of the Race Relations Conciliator in conjunction with the Ministry of Education.

Journal Search

Journal Search is a commercial software program produced by Learning Media for sale to schools. It is available in both Macintosh and Windows and can be purchased as a site licence based on the size of the school’s roll, making it accessible to students, staff, and parents of students attending that school. The programme enables users to search all School Journals produced since 1980 by genre, author, title, key words, description, or reading levels; view each individual item in detail; and print out a search-results list. It is updated regularly and is useful in helping teachers to find material relating to students from other countries as well as reading material for NESB students.
AIMHI books in English and four Pacific Islands languages

The Partnership between Your Family and Your Secondary School: A Guide for Pacific Islands Parents, Caregivers, and Communities was published by the AIMHI Pacific Islands School, Parents, and Community project for the Ministry of Education in 1998. Schools nationwide can order copies from Learning Media in the following languages – Samoan, Cook Islands Māori, Tongan, and Niuean.

All the learning materials listed above are available from Learning Media Limited, PO Box 3293, Wellington. Many have already been distributed to New Zealand schools.

National Ethnic Communities Directory

This directory lists the names and addresses of community, education, media, government, human rights, health, legal, and other groups that can provide information about or assistance with ethnic communities in New Zealand. Entries are often supported by a description of the types of assistance and information that each provides. The directory is updated every two years. It is available from:

The Office of the Race Relations Conciliator
PO Box 12 411, Wellington, New Zealand
Ph: (04) 499 5885
Fax: (04) 499 5998

The Settlement Information Programme
Immigration Service
PO Box 3705, Wellington, New Zealand.
Ph: (04) 915 4222


These books by Jannie van Hees provide schools with sound advice and detailed suggestions on setting up effective ESOL programmes and are available from:

The New Settlers and Multicultural Co-ordinator,
Education Advisory Service,
Private Bag, Symonds Street
Auckland.

Ethnic New Zealand: Towards Cultural Understanding.

This 1997 handbook edited by Daphne Bell provides useful information for teachers on the country and cultural backgrounds of new settlers in New Zealand from the Pacific Islands, Africa, Asia, the Middle East, Eastern Europe, and Latin America. Each entry is supported by a map showing the location of the originating country, basic statistics, and geographical and historical information and includes information on greetings, etiquette, families, titles and naming, food, dress, holidays and festivals, rites of passage, gestures and body language, and unacceptable behaviour. The handbook also has a section on religions that provides brief descriptions of Buddhism, Hinduism, Islam and Sikhism. The book is available from:

The New Settlers Focus Group,
128 Clarence St,
Hamilton.

Useful lists of contact names and addresses can be found in:

Non-English Speaking Background Students in New Zealand Schools: ESOL Resourcing Information. (Wellington: Ministry of Education, 1997)

Non-English-Speaking Background Students: A Study of Programmes and Support in New Zealand Schools (Wellington: Ministry of Education Research Section, 1997).

A wide range of resources is also available from new settlers and multicultural advisers and advisory centres or school support services.
Acknowledgments

The Ministry of Education would like to acknowledge all contributors to this book, particularly the writers, Jae Major, Ruth Penton, Jenni Bedford, Margaret Kitchen, Pauline Larkin, and Kerry Macdonald, and the main consultants, Stuart Middleton, Marilyn Lewis, Jannie van Hees, Helen Nicholls, Anne Lee, Rick Ussher, and Pauline Douglas.

Because of where the writers were working, almost all of the primary school case studies feature Christchurch schools and the secondary case studies feature schools in Auckland. The photographs were taken in Wellington. The Ministry of Education appreciates the contribution of all the schools named in the case studies and of Mount Cook Primary School, Wellington College, Wellington East Girls' College, and Wellington High School, where the photographs were taken.

Photographer: Jamie Lean
Editors and Project Managers: Sylvia Hill and Margaret Smith
Design: Siren Communications

Jae Major, who wrote most of the primary school material for this book, is a senior lecturer in ESOL at Christchurch College of Education and was involved in professional leadership of Ministry of Education NESB contracts in Christchurch in 1997 and 1998.

Ruth Penton, who was formerly a senior lecturer in education at the Auckland College of Education and who now works as an education consultant, providing professional development through Ministry of Education NESB contracts nationwide, collaborated with experienced Auckland secondary school teachers Jenni Bedford, Margaret Kitchen, Pauline Larkin, and Kerry Macdonald to write the material that relates to secondary schools.

The Ministry would also like to acknowledge the contributions of Jannie van Hees, the Auckland College of Education New Settlers and Multicultural Education Co-ordinator, who has extensive experience in developing effective programmes for NESB students and resources for schools. Many of the practical ideas that are used in schools, at all levels, were developed and trialled by Jannie and her colleagues.