



MIDDLETON GRANGE SCHOOL

ESOL TRIENNIAL REPORT 2018

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1. Background

Courses offered and the number of staff in the Curriculum Area:

This year the courses offered within the ESOL Department are: English A (ESOL) for Years 9 to 13. In Years 7 and 8, ESOL pupils are either withdrawn from curriculum classes for individual tuition, or assisted in class by the English Language Assistant.

SUBJECT	LEVEL	TEACHER(S)	CODE
Tutoring	Years 7 – 8	Debbie Smit	DSMIT
English A 9/10ENA	Years 9-10 (4 periods)	Gaylene Anderson	Ad
English A 11ENA	Year 11 (4 periods)	Gaylene Anderson	Ad
English A 11ENP	Year 11 (4 periods)	Gaylene Anderson	Ad
English A 12ENA	Year 12 (5 periods)	Gaylene Anderson	Ad
English A 12ENP	Year 12 (8 periods)	Rosemary Allison	AI
English A 13ENA	Year 13 (6 periods)	Rosemary Allison	AI

Year 11

English A (4 periods)	Level 1 English and English Language Level 2
<p>COURSE DESCRIPTION: This course is for international pupils in Year 11, and domestic pupils for whom English is not their first language. The course is designed so they can increase their knowledge of English vocabulary and grammar, and gain skills in speaking, listening, reading and writing. They will study different kinds of reading texts, study films, and learn to write various written texts.</p>	<p>PRE-REQUISITES: Pupils are placed in classes according to their results in the pre-entry test.</p>

ACHIEVEMENT and UNIT STANDARDS

		No. of Credits	
		Ext.	Int.
*90856	Show understanding of a visual text through close viewing using supporting evidence. (English Level 1)		3
90857	Construct and deliver an oral text (English Level 1)		3
US27983	Read and understand texts for practical purposes (English Language Level 2)		8
US27999	Write texts on familiar topics (English Language Level 20)		8
Total No. of Credits			22

* This standard is done in 11ENA, but it is not done in 11ENP

Year 12

ENGLISH A (5 periods or 8 periods)		Level 2 English and English Language Level 3	
COURSE DESCRIPTION: This course is designed for international pupils in Year 12 to develop their understanding of English grammar and vocabulary, increase their skills in reading writing, listening and speaking and begin preparation for minimum literacy requirements for University Entrance.		PRE-REQUISITES: Pupils are placed in classes according to their results in the pre-entry test.	
ACHIEVEMENT AND UNIT STANDARDS			No. of Credits
		Ext.	Int.
US28056	Read and understand texts on familiar topics (English Language Level 3)		5
US28064	Present information on a familiar topic (English Language Level 3)		5
US28068	Write texts on familiar topics (English Language Level 3)		5
*91099	Analyse specified aspects of studied visual text, supported by evidence (English Level 2)	4	
91106	Form personal responses to independently read texts supported by evidence (English Level 2) <i>Begin study of this standard and complete in 2017</i>		
Total No. of Credits			19

* This standard is done in the 5-period class only

Year 13

ENGLISH A (6 periods)		Level 2 English	
COURSE DESCRIPTION: This course aims to prepare international pupils at Year 13 for minimum literacy requirements for University Entrance.		PRE-REQUISITES: Must have sufficient credits from Year 12 English A. New pupils are placed in classes according to their results in the pre-entry test.	
ACHIEVEMENT STANDARDS			No. of Credits
		Ext.	Int.
91098	Analyse specified aspects of studied written texts (English Level 2)	4	
91099	Analyse specified aspects of studied visual texts (English Level 2)	4	
91105	Use information literacy skills to form developed conclusions (English Level 2)		4
91106	Form personal responses to independently read texts supported by evidence (English Level 2)		4
Total No. of Credits			16

Year 9/ 10 Two Year Plan Topics

2017:

Food – NZ food / healthy food

Describing people – personality / physical attributes / family relationships / hobbies and sports – All about me Info text writing

Speeches – A person I admire

Diversity of abilities – disabilities – Nick Vujicic etc Unfamiliar reading texts

Madame Doubtfire – novel and film

2018:

Vocabulary – Stepsweb online vocabulary learning programme

Animals – Classifications - Mammals – characteristics / behaviour / Poster of one mammal

Traditional tales – read and rewrite / tell a story from own culture

Speeches – Story telling – share a traditional story from home country

The Library – how to use it / sections / finding info / getting help

Novel – The Promise - Lower level pupils / Holes? Or Pavana? Zed for Zechariah? for higher level pupils

Film – Cool Runnings

2. Teaching and Learning Programmes

The Curriculum that is taught is compliant with the requirements of the *New Zealand Curriculum*. Although ESOL is not a specified Learning Area of the curriculum, every area of the curriculum has the responsibility to assist new learners of English. Therefore, I liaise with other departments, and hold professional development sessions to assist with this.

The ESOL Department incorporates part of the English Learning area of the curriculum, using some English Language assessments. In recent years, we have also used the Cambridge Preliminary English for Schools examination course, and the IELTS (International English Language Testing System) examination. The Cambridge course is used with Year 11 short term pupils who are not doing NCEA, when there is enough interest. IELTS, was offered as an alternative course to NCEA, but more recently this is taught as an extra class outside the curriculum. (See note on 9. Future).

Principles:

High expectations

International pupils must reach the level of *Minimum Literacy for University Entrance by the end of Year 13. This is a high target for pupils for whom English is not their first language. Therefore, our expectations for our pupils' achievement throughout their years at Middleton, reflect this end goal. Not only this, but our pupils are having to adjust to a new culture of learning, having come from Asian education systems which rely mostly on rote learning and memorisation. Now they have to learn to think critically, to work independently from the teacher, to carry out research, write research reports and write citations. These are all new to them.

(*Minimum Literacy is ten credits: five each for reading and writing which can come from either certain Level 2 English Standards; or certain language-rich standards in other areas of the curriculum, mostly in Level 3)

Treaty of Waitangi and Cultural Diversity

At various year levels, we incorporate Maori language and culture. In Year 13 we study the film, Whale Rider, and we cover a brief overview of New Zealand history and the Treaty. Looking at New Zealand history is a good platform for talking about two cultures living alongside each other. This is a healthy topic of debate to explore with our pupils as they consider their own cultures and diversity within New Zealand and in their own countries.

Inclusion

ESOL classes probably have the most diversity in the school. We often focus on cultural differences between the groups and enjoy learning about each other. It is wonderful seeing friendships develop between the different country groups. We discuss the similarities and differences in language, customs and education systems. As an example, on Saturday, June 23 there is a Chinese singing competition at Boys High School. At least four Middleton pupils have independently registered for this, one of these is from my Year 12 class. One Korean and one Japanese pupil have decided our class should attend this event. We also support pupils in taking NCEA examinations in their own languages, such as Chinese, and Japanese.

Community engagement

We always endeavour to promote connections between international pupils and the wider school. Our International Ambassadors do a wonderful job in this regard. This may be through informal one to one conversations or organised events, such as the International Festival, which also includes the involvement of our parent community. Another aspect of connecting with the community is taking groups away during the holidays and sharing social experiences with them outside the classroom. This also happens when parents come to visit and we share meals, or trips with them.

Coherence

In terms of coherence across the curriculum, we are constantly encouraging pupils to learn the language of their curriculum areas. From Year 9 – 12 we facilitate the learning of new vocabulary from other curriculum areas. We also encourage pupils to develop their communicative skills in all areas. As well, we assist teachers in other subjects when they ask us for help with their international pupils. At times, this has meant I have used ESOL class time with my lower-level Year 12s, to help them with other subjects. Within our own ESOL programme we aim to build on skills pupils need to develop as they move through to Year 13.

Future Focus

One of our main aims, especially in Senior College classes, is to prepare pupils for tertiary study. I was very encouraged when a Zimbabwean pupil visited me in her first year of studying Health Science at Otago. She told me that her Year 13 ESOL class was the most relevant course she had taken because it taught her to critically evaluate texts and how to structure a research report. In regard to this, I intend to incorporate research skills from Year 10 next year as we find our pupils are struggling more and more with research in Year 11 and 12 curriculum subjects.

Key Competencies:

Key Competencies are an integral part of every unit of work in the ESOL curriculum. These are identified within each unit plan. Key Competencies are also reported in the school reporting system. Some examples of how these apply within our ESOL curriculum are:

Thinking: Pupils are constantly challenged to ask questions of themselves and their teachers while learning; to work out grammar rules for themselves through questioning, rather than passively learning rules by rote; to analyse ideas and themes in texts and think how they relate to the real world.

Relating to others: Pupils learn to relate to others in pair and group work even though they may not be used to doing this in their own countries; to discuss themes and ideas,

Understanding language, symbols and texts: Pupils need to understand the films they view and the texts they read, in order to analyse their ideas. Therefore, they need a working knowledge of basic English vocabulary and grammar. All pupils are given vocabulary workbooks to study at home and most are registered to use the online vocabulary programme, Stepsweb.

Participating and Contributing:

Asian pupils are often quite passive learners. When they first arrive, it can take a term or longer, to get them used to offering their opinions in class. First we work on building their confidence to speak in class, and then we try to develop their opinions by continually asking searching questions.

Managing self: Pupils need to take responsibility for their own learning. This is a new concept for many Asian learners. One aspect of this is vocabulary study. We train pupils to collect relevant new words in all subject areas and to learn these regularly. Another new concept for Asian learners is the use and management of their folders. They have been used to relying heavily on text books, so they need to learn how to file and manage their folders, and how to take notes in class.

Special Character of the school and Foundational Principles for Curricula:

Our pupils are our mission field. I am so conscious of this every day. We want to show them God's love and teach them his ways, but at the same time we do not want to overpower them as a captive audience. They may have another belief system, or no belief system, and not many of them are Christian.

This is also an area I would like to develop in our Department. We have not yet had any SCAT time to develop our scheme in terms of the FPC. (See Future Focus) This year, we are in the process of rewriting unit plans using Shane McConnell's generic unit plans, which he tabled at the Curriculum Leaders' meetings last term. These make it easy to incorporate which aspects of the FPC are being focused on within each unit of work.

Here is one example of the aspects covered in a Year 11 unit, using the theme of racism:

FPC 3.2: God holds individuals responsible for their moral and ethical actions; the choices individuals make have consequences now and for eternity.

FPC 5.2: All people are made in the image of God – each person has unique value and is unique

FPC 11.3: All mankind is created equal

FPC 11.4: Human diversity within God's design is to be celebrated

In Year 9/10, there is a unit using traditional tales from the pupils' own cultures, and western cultures. These tales are used to teach life values, or about the real world. This lends itself to discussing Christian values such as being kind to others; not being jealous. Maori legends of creation are covered, leading into God's process of creation. In Year 12 the film, Life is Beautiful is studied. This incorporates discussions on the evils of discrimination as opposed to all men being created equal in the eyes of God. In year 13, we study two texts on intercultural marriage. In Indian culture, often the young couple live with the husband's parents, and the wife's social position in the family may be undermined or controlled by the mother in law. By looking at Genesis 2, the pupils get an understanding of God's pattern for families.

3. Assessment Practices

All pupils sit a pre-entry test when they arrive at Middleton to assess their English competency. We use one test for Middle School pupils and another test for Senior College pupils. The results of these tests are written up in KAMAR for each pupil so that all teachers can access this information, as well some details regarding their hobbies, study interests, length of stay, etc. The following guide is given for interpreting the results of the test:

*In general, **pupils scoring over 70%** for the total score should cope reasonably well in each subject without much assistance.*

***Pupils scoring between 40% and 70%** will have varying degrees of ability to cope in their subjects and may require some support.*

Support could simply be in the form of checking their understanding at the end of the lesson, and checking they understand what the homework is; checking they are copying down all that they should be; putting important words on the top right of the whiteboard and leaving them for a week; and/or assigning a buddy to sit next to them.

***Pupils scoring below 40%** are likely to have difficulty coping with mainstream subjects and will need support. Our English Language Assistant will withdraw these pupils for several periods per week for extra English tuition or she will assist them in the mainstream classroom.*

In the Middle School, all pupils receive an ELLP report (English Language Learning Progressions). This is recommended by the Ministry of Education and is the tool used for assessing whether domestic English Language Learners required funding for ESOL support. This report shows what stage the learner is at for speaking, listening, reading and writing.

In senior ESOL classes, we use both English achievement standards, and English Language (EL) unit standards. The EL standards focus on the use of language – testing pupils' ability to read and understand written text, and, testing their ability to express their written and spoken ideas clearly and accurately in English. On the other hand, the English achievement standards test their ability to explain, analyse, and engage with literary texts. We moderate the English standards with the English Department, and for the EL standards, we moderate within our department, or with other schools. Last year we were moderated externally on a Level 3 EL writing standard, and this year on a Level 3 reading standard. The moderators agreed with all our judgements for both standards.

Gaining University Entrance is a two-year programme for our pupils in ESOL. Minimum literacy for University Entrance requires ten credits, five for reading and five for writing, which can be gained from certain Level 2 or 3 English standards, or from certain language-rich standards across the curriculum. Therefore, our Year 13 class studies Level 2 NCEA English and not Level 3. The higher-level Year 12 class does one external standard, the English Level 2 film study, which gives pupils four writing credits. Those who do not achieve this, repeat it in Year 13. Both Year 12 classes also begin a Level 2 reading standard which requires them to write personal responses to six texts they have read independently. Two of these texts must be novels or biographies. This is a huge learning burden for ESOL pupils, therefore, we spread this out over two years.

During the first half of the year in the senior classes, formative assessment data is collected according to the needs of the class, and which standard is being studied. For example, for the English Language reading standards, we use formative assessments to inform us of the pupils' readiness for assessment, and to show us in which areas they need more instruction. For writing standards requiring a high level of grammatical accuracy, we use formative assessment as a diagnostic tool so we can train pupils to become aware of their own errors.

End of unit reviews include a review of assessment data (See Appendix 3). This indicates pupils at risk, and informs our decisions regarding interventions, and also any changes in teaching practices or unit design for the following year. Also, using pupil voice as part of the end-of-unit review, helps in our decision making and planning. (See Appendix 2) The annual report is the main time for analysis of data and for setting pupil achievement targets for the following year.

4. Pupils at Risk of Not Achieving Academic Potential

The initial indication of a pupil being at risk, is in fact, the pre-entry English test that all international pupils must take on arrival at Middleton Grange. The International College collates a register of at-risk pupils, of which ESOL is a part. This is updated regularly.

We have learned that pupils with a lower level of English often just need more time. It is well documented that ELLs (English Language Learners) may take 2-3 years to catch up to their peers in listening and speaking skills, but it can take 5-7 years for their reading and writing skills. However, if a pupil still seems to be struggling by Year 12, we place them in a class with eight periods per week of English. This class may be composed of Year 12 and repeating 13 pupils.

The standards we use in ESOL nearly all have multiple assessments. For example in Year 12, Unit Standard 28056, Understanding texts on familiar topics, requires two assessments. We give a formative assessment before each summative so there is plenty of time to give further teaching for at risk pupils before giving a summative. Having smaller classes allows us to monitor progress more easily as well. Another diagnostic tool we use to monitor progress is a vocabulary levels test. This assesses the pupils' knowledge of the most common words of English at five levels. We administer this test twice yearly in Years 9 – 12.

Pupils in Years 12-13 who are struggling may be given extra tutoring after school. Year 12 and 13 classes both have an after-school class once a week, as part of the regular timetable. Some weeks, this becomes a two-three-hour session, especially if we are doing writing assessments where the pupils need more time to complete their work.

We also gather up pupils who are struggling as a result of informal teacher-teacher conversations, as I have mentioned elsewhere, Gaylene and I have plenty of opportunities on a daily basis to discuss pupil progress. This year we have more hours for our English Language Assistant, so she also assists where necessary in our ESOL programme as well as in other curriculum areas. ESOL pupils do not have access to Learning Centre support as a general rule. Once or twice, over the years, parents have paid extra to access this service. Domestic ESOL pupils who have funding from the Ministry, may have Learning Centre support if there is no suitable ESOL class at their level.

5. Pasifika

We currently have no Pasifika pupils in our ESOL classes. We track all domestic pupils for whom English is not their first language from the time of enrolment. Together with the Learning Centre we decide whether these pupils are best suited to a regular English programme, English for Communication, or ESOL. Sometimes these pupils are moved between the different programmes. This year we receive funding for thirteen pupils In Years 7 – 12, from Syria, the Philippines, Korea, China and one NZ-born Japanese boy.

6. Transitions from Primary to Middle School to Senior College

There are currently eleven pupils in Primary and 22 in Middle School. Catherine Moore has just been appointed as the ESOL teacher in Primary. We have decided to meet at least once a term to liaise, and to manage the Ministry ESOL funding. I recently asked three of my Year 13 pupils to translate some common classroom phrases for the younger pupils in Primary, at Catherine's request. When international pupils move from Year 6 to 7, I liaise with the classroom teacher, read their report on KAMAR and then retest them at the start of Year 7.

In terms of curriculum, we endeavour to prepare Year 10 pupils for NCEA, by scaffolding their reading and writing assessments, and ensuring they study appropriate vocabulary, including high frequency words.

7. Home and School Partnership

In the International College the home and school partnership means communicating with guardians or parents in Christchurch, or with agents in home countries who can then communicate with parents, especially if they do not speak English. I have email contact with a few parents in their home countries. They do not speak English, but we communicate quite successfully using google translations. They gain a lot of reassurance having first-hand communication with the school, and knowing we are looking after their child. As dean and curriculum leader, every time I make a course change for a pupil, or when a teacher contacts me with concerns about a pupil, I contact guardians or parents to discuss these issues. Also, several teachers email me rather than directly contacting a homestay or a parent if they live in Christchurch, regarding homework, or preparation for an upcoming assessment. I sometimes reword the email into simple English and pass it on. One particular Year 9 Science teacher has been very consistent at doing this. With parent help at home, and the ELA working in class, we have seen a real improvement in the engagement of these pupils.

For some pupils, we are the guardians and, therefore, have an obligation to carefully monitor their progress, provide interventions, and ensure they have all the help they need in choosing their courses. For example, we meet with all Year 10 to 12 pupils to explain course selection to them in Term 3. They will have one week to discuss with parents, and teachers, and then we will meet again to check the suitability of their choices. This will ensure they have a better understanding of the process and we can help them make wise choices through to tertiary study.

8. Pupil Achievement Targets for the Year

Strategic Goal 2018: 1.3 – the curriculum is innovative in meeting the needs of the akonga with a specific focus on e-learning

The goal for this year is to lift the vocabulary level scores of Y7 – 12 ESOL pupils with a lower level of English by 10%. Pupils lifted their vocabulary-level-test scores by 11% on average throughout 2017. However, I am concerned that still those pupils with a lower level of English are not improving their vocabulary knowledge enough. Until last year we used a series of New Zealand-produced vocabulary workbooks which pupils used at home and we monitored. Studying vocabulary is never a favourite part of language learning and it is a constant battle to encourage our pupils to keep up. ELLs need to focus on high frequency words (the first 3000 words of English; and the academic word list of 800 words), as well as new words in each curriculum area.

Last year at the Christian Schools Conference in Auckland, I learned about the website, Stepsweb. This was developed by a Rangiora woman for helping children with learning difficulties to catch up on vocabulary knowledge. She advocated using this for ESOL pupils as well. I was impressed with the quality of the website and its ease of use. I purchased a school licence for this year. All our pupils in Years 7 – 12, with low a lower English level have a login.

Observations to date:

- Very positive response from pupils. They love using the website at school
- It is wonderful to have a whole class working on this now that we have 10 computers and 15 laptops in the ESOL department
- There are enough levels on the website to cater for all pupils in Years 7 – 12.
- Easy for teachers to monitor individual progress and see how much time they spend online

However:

- Some pupils are still not good at doing this regularly at home.
- There is too much emphasis on learning the spelling and the sound of a word, but not the meaning and comprehension of reading texts containing the words
- Some of the words at each level are not the most useful for our pupils.
- We need to spend time making up our own word lists and putting them onto Stepsweb

9. The Future

Changing demographics in International College:

	Middle School Pupil numbers	Senior College Pupil numbers
2015	15	23
2016	24	32
2017	20	49
2018	18	84

This table shows the steady climb in Senior College numbers, especially this year. At the same time, Middle School numbers are fairly stable, although there was a definite increase in the number of Year 10 pupils this year.

The 70% increase in the number of Senior College pupils between 2017 and 2018 has had a significant impact. At the same time, more new pupils are arriving with a lower level of English competency. This is a pattern I have noticed, but I have not yet checked this statistically. This means there is a higher percentage of international pupils in mainstream classes who are struggling to achieve. This year, for the first time, we have two English Language Assistants working in the Senior College. They spend 16 hours per week in various classrooms, but mostly in Business, Food and Nutrition, and Digital Technology as these are the areas with more international pupils. Feedback from these teachers is very positive and in 12Business, this has made it possible for the eight international pupils to redo an assessment from the previous term and gain the credits they missed.

We are using a cycle of enquiry to investigate international pupil achievement this year which will more clearly show us what areas to focus on in order to improve improvement; and to see which current practices are helpful.

Working with other curriculum areas:

(See Coherence section above) Since the NZ Curriculum clearly states that every classroom teacher is responsible for teaching the language of their subject, especially to English Language Learners (Page 16), I am keen to work with other curriculum areas. Now that we have significant numbers of international pupils in senior classes again, I am very aware that both our pupils, and curriculum teachers require assistance from us. Our pupils need help with the New Zealand approach to learning, as stated above under *High Expectations*, and teachers need help with scaffolding learning for ELLs, and providing and testing key vocabulary. I would like more time to be made available for this.

A.C.T. Programme:

In reading my 2015 report to the Board, I think the following comments are still relevant: *In my opinion, the ESOL Department would benefit from having a time allocation for building resources and developing units of work to incorporate the F.P.C. Most international pupils have little knowledge of the Christian faith. I sometimes wonder how they respond to the Christian content they encounter through their time at Middleton. Does it wash over them because they don't have enough basic understanding of the gospel, or does it make them want to know more? Naturally, the answer will depend on the individual, and their heart-preparedness. However, I think we need to be more targeted in terms of the way we present the gospel to them. Clearly, this is a wider question than just the ESOL Department's incorporation of the F.P.C., however, this is one place to start, and ESOL is an integral part of the International College. Therefore, I am suggesting that Middleton Grange School and the BOT consider how best we can meet the needs of "the strangers in our midst". (Leviticus 19:33-34).*

Having been involved in the Year 13 Christian Focus Day for several years, I see that increasingly, the international pupils struggle with this day. Sometimes the content and/or its delivery are not suitable for them. For Term 2 this year, David Gillon and I attempted to tailor half the day for them. I would like to see further resources and time given to developing a programme for them.

Rosemary Allison
ESOL Curriculum Leader