

Report on visit to two intensive English schools in Sydney, including 'futures-focused' creative project-based learning

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QATESOL PD EVENT : MAKING CONNECTIONS

- ▶ Sue is currently carrying out research in partnership with and initiated by Milpera about student pathways during and post-Milpera.
- ▶ Purpose of our visit to Sydney schools:
 - ▶ **To find out about current EAL/D policy re funding, access to programs, pathways and transitions for students**
 - ▶ **To better understand coaching and mentoring program**
 - ▶ **Curriculum structure, materials, assessment**

We are keen to gain some insights into how students progress through their intensive English programs, and beyond, in other government systems.

BACKGROUND TO VISIT

- ▶ In curriculum, under the umbrella of Multicultural Education

(<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect>)

- ▶ Students are identified as being in one of the 4 phases of the EAL/D Learning progressions (ACARA): Beginning, Emerging, Developing or Consolidating.
- ▶ EAL/D Annual Survey completed (June) and student EAL/D Learning progression phase is captured. Specialist EAL/D teachers are allocated to primary schools and high schools according to the relative need for EAL/D support. This support is determined by the numbers of EAL/D students and their phase of English language learning reported by schools in the annual survey.
- ▶ In secondary, new arrivals encouraged to enrol in IEC (14) or IEHS (Central Sydney)
- ▶ Equity funding provided for EAL/D, and additional resources for new arrivals, refugees.

NSW EAL/D POLICY CONTEXT (2017 CURRENT)

- ▶ Major shake-up of services and all ESL consultants removed 4-5 years ago
- ▶ Now, range of personnel managing EAL/D both centrally and in regions e.g. central coordinator for IECs in Sydney and Illawarra; rural and regional EAL and newly arrived officer; EAL/D Advisor K-12; Refugee Support Programs Advisor; Refugee support leaders (15 across the state)
- ▶ Annual EAL/D survey collects info on EAL/D PD teachers would like
- ▶ Professional Learning Courses are also offered for staff: Teaching English Language Learners (TELL) and Using the EAL/D Learning Progression (to support consistent teacher judgement). Many more programs available (listed on-line) and annual EAL/D conference.

NSW EAL/D POLICY CONTEXT – STAFFING AND MANAGEMENT

- ▶ All must have an EAL/D qualification
- ▶ OR be studying toward an EAL/D qualification
- ▶ Leadership within the Intensive Language Centres – all have EALD qualification
- ▶ Central Office – all have an EALD qualification

NSW IEC LEADERS & TEACHERS

- ▶ New arrival EAL/D secondary students have access to 30 week (3 terms) intensive program (if necessary), or 40 week if deemed special needs
- ▶ Additional 10 weeks optional but significant process to apply for and justify, determined on case by case basis
- ▶ Strict adherence to this – has implications for staffing, if student numbers drop, no flexibility in order to maintain staffing

Considerable rigour and transparency around documenting progress of students:

- ▶ Term 1, Census of LBOTE provided to schools for their information
- ▶ EAL/D Annual survey (June) – used for allocation of equity funding, must include info on EAL/D phase of student and number of students receiving EAL/D support
- ▶ EAL New Arrivals Surveys, 2 x each year to keep track of ongoing enrolments

NSW EAL/D POLICY CONTEXT: STUDENT TRACKING

HOLROYD HIGH SCHOOL



- ▶ Houses an IEC (195 students) plus mainstream school (450)
- ▶ Employs 5.4 EAL/D teachers in mainstream school
- ▶ Has a school EAL/D Policy: types of support across each year level, role of EAL/D teacher, info about ACARA phases of development, breakdown of LBOTE population in terms of language background and years of education in Australia
- ▶ Caring
- ▶ Committed
- ▶ Deep Professional & Pedagogical knowledge
- ▶ High Expectations

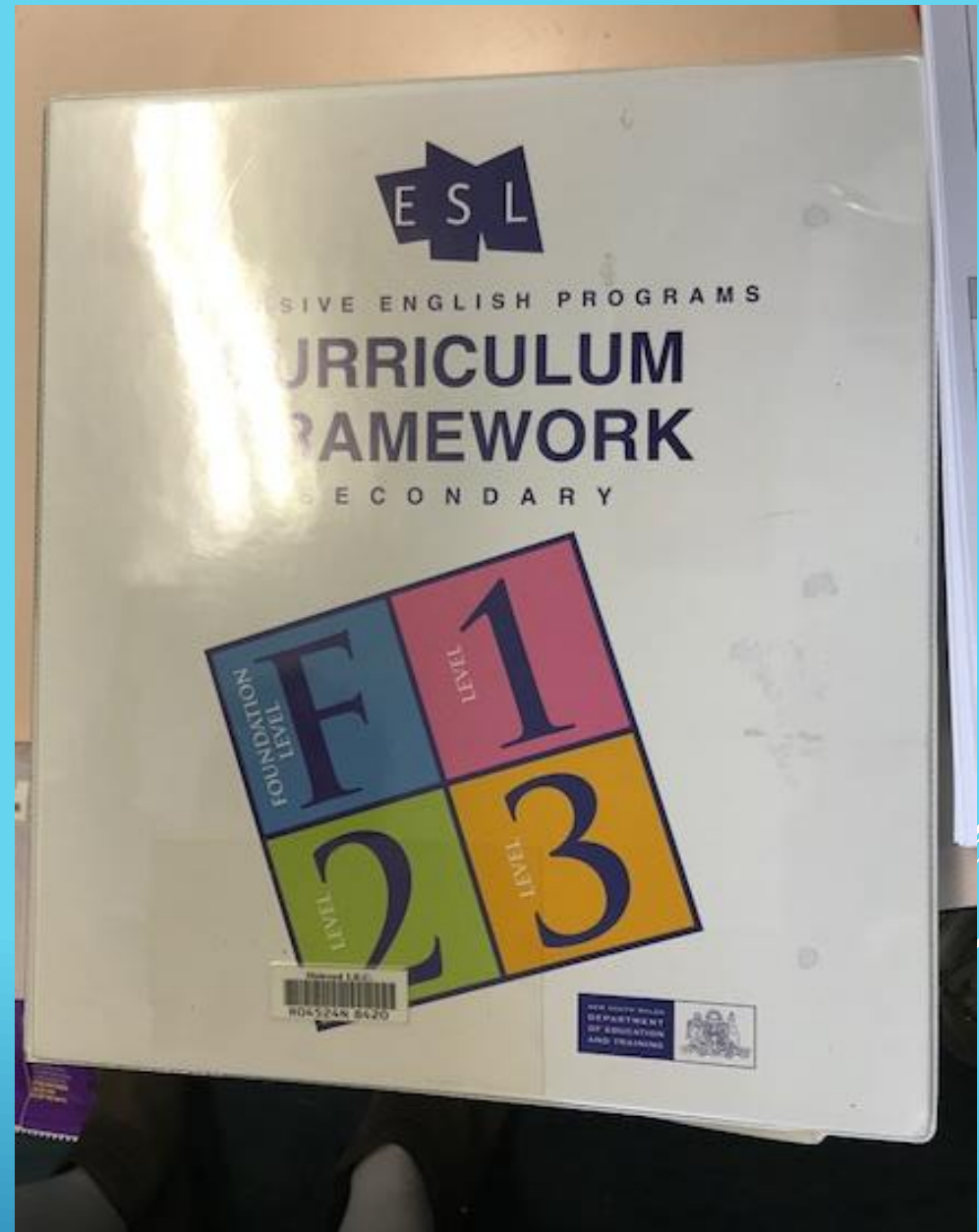
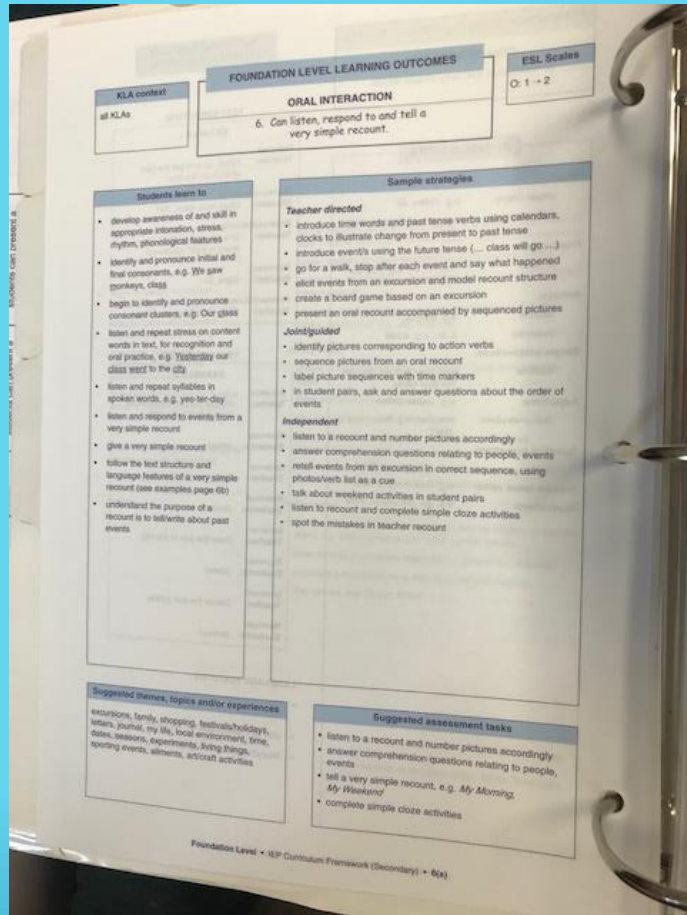
SPECIAL FEATURES

- ▶ 1 Team mentor
- ▶ 1 English teacher
- ▶ 1 other teacher

Class meetings held once per fortnight.

Time provided within timetable to ensure meetings occur.

INTENSIVE ENGLISH CENTRE TEACHING TEAMS



CENTRALLY DETERMINED CURRICULUM (IEC)

I. OVERVIEW: LEARNING OUTCOMES

	Foundaion Level	Level 1	Level 2	Level 3
Orientation to learning	1. Can participate in simple school routines.	1. Can demonstrate appropriate school behaviours.	1. Can demonstrate an understanding of the roles and responsibilities of a learner in a high school setting.	1. Can understand and actively engage with the roles and responsibilities of a learner in a high school setting.
Oral Interaction	2. Can understand and respond to a very simple request. 3. Can negotiate a very simple transaction. 4. Can express a simple personal opinion. 5. Can listen for very simple detail. 6. Can listen, respond to and tell a very simple recount. 7. Can listen, respond to and give a very simple spoken description. 8. Can listen and respond to a very simple narrative.	2. Can understand and respond to a simple request. 3. Can negotiate a simple transaction. 4. Can express a personal opinion. 5. Can listen for simple detail. 6. Can listen, respond to and tell a simple recount. 7. Can listen, respond to and give a simple spoken description. 8. Can listen, respond to and give a simple spoken information report. 9. Can listen, respond to and give a simple set of spoken instructions. 10. Can listen and respond to a simple narrative.	2. Can negotiate an oral transaction. 3. Can listen, respond to and tell a recount. 4. Can listen, respond to and give a spoken description. 5. Can listen, respond to and give a spoken information report. 6. Can listen, respond to and present a spoken procedure. 7. Can listen and respond to a narrative. 8. Can listen and respond to a simple explanation.	2. Can listen, respond to and give a spoken information report. 3. Can listen and respond to a spoken transaction. 4. Can listen, respond to and give a spoken opinion. 5. Can listen, respond to and participate in a discussion.
Reading & Responding	9. Can demonstrate appropriate reading behaviours. 10. Can demonstrate a developing awareness of sound-letter correspondences. 11. Can read a bank of common sight words and symbols. 12. Can read and respond to simple sentences in familiar contexts. 13. Can read and respond to a very simple recount. 14. Can read and respond to a very simple description. 15. Can read and respond to a very simple narrative.	11. Can demonstrate appropriate reading behaviours. 12. Can read and respond to a simple recount. 13. Can read and respond to a simple description. 14. Can read and respond to a simple information report. 15. Can read and respond to a simple set of instructions. 16. Can read and respond to a simple narrative.	9. Can read and respond to a recount. 10. Can read and respond to a description. 11. Can read and respond to an information report. 12. Can read and respond to a procedure. 13. Can read and respond to a narrative. 14. Can read and respond to a simple explanation. 15. Can read and respond to a simple exposition. 16. Can read and respond to a simple poem.	6. Can read and respond to a narrative. 7. Can read and respond to a review. 8. Can read and respond to an explanation. 9. Can read and respond to an exposition. 10. Can read and respond to a discussion. 11. Can read and respond to a poem.
Writing	16. Can copy text legibly. 17. Can identify and label familiar items. 18. Can write simple sentences. 19. Can complete a very simple formatted text.	17. Can copy text accurately and legibly. 18. Can complete a simple formatted text. 19. Can write a simple recount. 20. Can write a simple description. 21. Can write a simple information report.	17. Can complete a formatted text. 18. Can write a recount. 19. Can write a description. 20. Can write an information report. 21. Can write a simple procedure. 22. Can write a simple guided exposition. 23. Can write a simple poem. 24. Can write a simple personal statement.	12. Can write a description. 13. Can write an information report. 14. Can write a narrative. 15. Can write a review. 16. Can write an explanation. 17. Can write an exposition. 18. Can write a discussion.

- ▶ Supporting introduction of AITSL teacher levels
- ▶ Quality teaching rounds



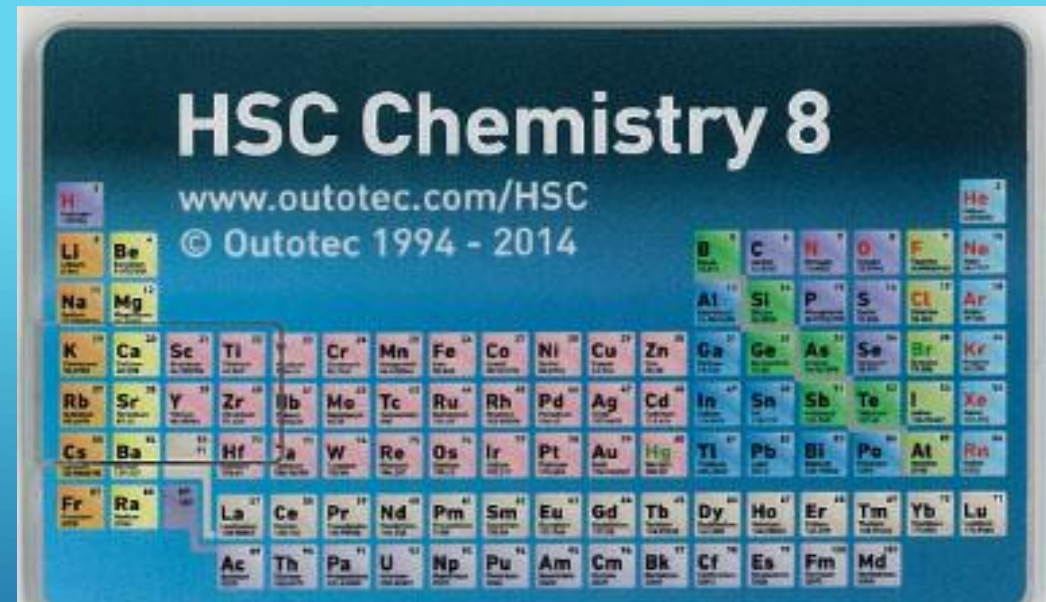
TEACHER MENTORS

- ▶ Resource Modification – carried out by EALD teacher
- ▶ Parallel classes
- ▶ Team teaching
- ▶ Withdrawal
- ▶ Individualised Learning model

STRATEGIES

- ▶ “Talented” older students in IEC undertake more rigorous Chemistry program in last 10 weeks, language intensive – supports their entry into Chemistry
- ▶ Highly experienced Science teachers taking the later program balancing equations

SCIENCE



- ▶ Beginning Teacher Mentor Program attracts \$20 000 in first two years of teaching
- ▶ Health nurse – 1 day school purchase, 1 day government funding and refugee clinic operates in the school
- ▶ Enrolments taken if students 18, but not 19 before July
- ▶ TELL (Teaching English Language Learners) PD runs
- ▶ TAFE tasters for lower level classes

INTERESTING “STUFF”



CENTRAL SYDNEY INTENSIVE ENGLISH HIGH SCHOOL

- ▶ Well-being team
- ▶ Building Connections Program – needed some language, cross cultural rhythm recovery

STUDENT SUPPORT

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- ▶ Students spend a week in their high school in Week 7
- ▶ Students who have left are invited back in week 5 to talk about it
- ▶ Year 10 students do not exit in Term 4

TRANSITIONS

- ▶ Department of Health on site for all screening
- ▶ All forms translated – costs covered by government
- ▶ All assessments for new arrivals carried out by Sydney Intensive High (for feed high schools)
- ▶ In the process of having a brand new school site being built

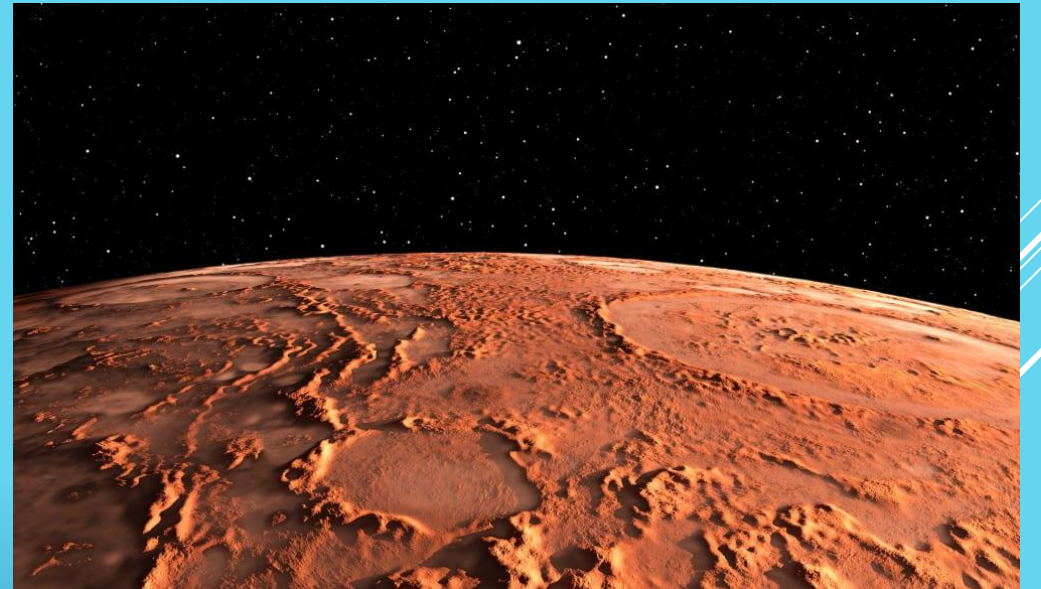
INTERESTING STUFF

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- ▶ Timetable planning meeting for cross-curricular teaching team, to map out learning

Outcomes:

- ▶ Presentation, video, song, evening event for parents and another class



FUTURE FOCUSSED LEARNING

- ▶ Future-focused learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity.
- ▶ Future-focused teachers know and understand the needs and talents of their students. They are flexible and select from a range of effective teaching strategies.
- ▶ Future-focused learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.
- ▶ Approach which easily embedded ESL pedagogy

FUTURE-FOCUSED APPROACH TO LEARNING

- ▶ https://drive.google.com/drive/folders/1Zc1KjM8mEp4jt_LPsl36SKJ2bTMW0QYj?usp=sharing

(22 mins)

VIDEO OF FUTURE-FOCUSED STUDENTS' PROJECT