



# ENGLISH

as a

## Second Language

GUIDELINES  
FOR  
SCHOOLS



ISBN 0731383451  
SCIS 1176326

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## Introduction

Learning English is an essential requirement for success both at school and for further education, training and employment for students who speak a language other than English as their first language. The English as a Second Language (ESL) program aims to develop ESL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

ESL education is provided in primary schools, high schools, Intensive English Centres (IECs) and the Intensive English High School (IEHS). In these schools ESL programs are delivered in a variety of ways to meet the different needs of ESL students at different stages of learning English. They include intensive and post-intensive English language support to both newly arrived and continuing ESL students from Kindergarten to Year 12.

ESL support is provided through two linked specific purpose programs: the ESL Targeted Support Program and the ESL New Arrivals Program.

### 1.1 ESL Targeted Support Program

The ESL Targeted Support Program provides specialist ESL teachers, in addition to the school's normal staffing allocation, to primary and high schools which have sufficient numbers of identified ESL students.

In planning and programming for ESL instruction, the school prioritises the needs of the ESL students and determines the most effective way to manage the program within the available teaching resources.

### 1.2 ESL New Arrivals Program

The ESL New Arrivals Program provides short term ESL teacher support for eligible newly arrived students in primary and high schools which do not have an ESL Targeted Support Program.

Some temporary visa holder students are not eligible for support under the ESL New Arrivals Program.

### Secondary Intensive English Programs

The ESL New Arrivals Program also provides support for newly arrived students of high school age through the secondary Intensive English Program in IECs and the IEHS.

## Roles and responsibilities

### 2.1 Management of ESL programs in schools

The principal is responsible for the effective operation and management of the ESL program in the school. The ways in which ESL programs operate can vary between schools, depending on the numbers of both newly-arrived and continuing ESL students, their English language learning needs, their distribution in different classes and years and the number of ESL teacher positions allocated to the school.

ESL teachers are an additional resource allocated to schools with sufficient numbers of ESL students. ESL teachers do not have sole responsibility for the English language learning of ESL students. As ESL teachers are not able to provide direct support to every ESL student at all times in every class, all teachers have responsibility for the English language learning of ESL students in their classes.

To achieve maximum effectiveness, the ESL program should operate as an integral part of the whole school curriculum, with ESL teachers working in cooperation with class teachers and other specialist teachers to support ESL students. All teachers are responsible for establishing a class environment that promotes collaborative learning and values cultural and linguistic diversity.

### 2.2 Roles and responsibilities for school staff

#### ESL teachers

ESL teachers are appointed to schools to provide targeted, curriculum-based English language instruction to ESL students and to assist the school in developing teaching programs that meet their particular English learning needs.

ESL teachers are responsible for:

- identifying ESL students, assessing their English language competence and prioritising their need for English learning support
- determining appropriate modes of delivery for the school's ESL program, based on identified ESL needs
- planning and teaching ESL programs to meet the English learning needs of ESL students using second language and literacy learning methodologies
- assessing, monitoring and reporting on their ESL students' English learning progress in key learning areas with reference to the ESL Scales
- working collaboratively with class teachers to develop programs, practices and resources which support the English language and literacy learning of ESL students across key learning areas
- assisting in the completion of the school's ESL Annual Survey and ESL New Arrivals surveys
- providing advice and professional support to school executive and other teachers on appropriate teaching programs and practices for ESL students.

In supporting whole school programs and initiatives, ESL teachers focus on the English language and literacy learning of their ESL students. They also contribute to meeting the objectives of class and subject programs by planning and delivering an ESL focus to the teaching program with the class teacher.

Full time permanent ESL teachers are to be provided with the same employment conditions as other permanent teachers in schools, including an entitlement to release from face to face teaching (RFF). Permanent part time teachers in ESL teacher roles have an entitlement to pro-rata conditions of employment including pro-rata RFF. ESL teachers are to be used to support the delivery of ESL programs and should not be used in place of casual relief teachers or for creating smaller class sizes.

### **Class teachers**

Class teachers are responsible for the educational program of all students in their class. They determine the overall learning program for their class and collaborate with ESL teachers to cater for the learning needs of ESL students in their classes.

Class teachers are responsible for:

- assisting ESL students in their class to develop the competence in English necessary for achieving the outcomes of the key learning areas
- developing and implementing teaching programs, practices and strategies that address the English language and literacy learning needs of ESL students in the key learning area
- working collaboratively with ESL teachers, counsellors and other personnel to ensure appropriate support, assessment and reporting for their ESL students.

### **ESL supervisors**

ESL supervisors are members of the school executive who have responsibility for providing professional support and supervision of ESL teachers and the ESL program.

ESL supervisors are responsible for:

- providing leadership and supervision to support ESL teachers in effective planning, programming and teaching
- supporting the professional development of ESL teachers
- facilitating collaborative teaching among ESL and class teachers
- overseeing processes for assessment of ESL students' English language learning outcomes
- overseeing the completion of the school's ESL Annual Survey and ESL New Arrivals surveys
- representing ESL program issues to the school executive
- negotiating priorities for ESL program support across the school
- ensuring that the ESL program operations are included in whole school programming and planning.

## Principals

Principals are responsible for ensuring the effective operation, management, and development of the school's ESL program and are accountable for the effective use of targeted ESL resources in the school.

Principals are responsible for:

- establishing and maintaining procedures for the appropriate enrolment and class placement of newly arrived students
- ensuring the collection and maintenance of accurate ESL student data
- ensuring procedures are in place for the identification, assessment, tracking and reporting of ESL students
- allocating responsibilities for the management of the ESL program, including coordination, professional supervision and policy and planning
- ensuring implementation and development of effective modes of ESL program delivery and teaching practices responding to the school's ESL need
- including ESL program operations as an integral part of the school's curriculum and professional development planning and provision
- ensuring that the school meets its ESL program accountability and reporting requirements including the completion of the school's ESL Annual Survey and ESL New Arrivals surveys.



## ESL teaching and learning

### 3.1 ESL students

ESL students are learners from language backgrounds other than English (LBOTE) who are learning English as a second or additional language as well as developing literacy skills in English. They need to simultaneously learn English, learn in English and learn about English in order to successfully participate in informal social interactions as well as more formal and academic contexts.

ESL students have a diverse range of backgrounds and English language learning needs. ESL students enter Australian schools with varying levels of prior education and knowledge of English. Some were born in Australia; others have recently arrived as permanent or temporary migrants, refugees or international students. Some have had the same amount of formal schooling in their home country as their class peers while others have had severely disrupted or no schooling due to war or civil disorder. Some have literacy skills in their first language while others do not.

ESL programs need to be able to cater for the diverse range of English language learning needs of all ESL students.

### 3.2 ESL learner phases

In NSW government schools, ESL students are identified as being in one of three broad phases of English language learning - first, second or third phase – for the purpose of identifying degrees of ESL need. Schools also use the number of students in each of the phases as a basis for determining priorities for allocating ESL teacher support within the school.

As ESL students enrol in schools with differing levels of English language competence, they may be identified as first, second, or third phase ESL learners on enrolment.

The time taken to move from one phase of ESL learning to the next will vary depending on a number of factors including the student's previous educational experience, literacy skills in the first language and previous learning of English. In general, students who have had uninterrupted schooling prior to coming to Australia will progress through the phases more quickly than those who have had limited or disrupted prior schooling.

### First phase

First phase ESL learners are students whose understanding and production of spoken or written English is obviously limited in all social and educational situations.

First phase students range from complete beginners with minimal or no English to students who can communicate in English with limited fluency about events, themes and topics related to their personal experiences.

Students at the end of first phase will have acquired various levels of literacy in English depending on factors such as age on entry and literacy in their first language.

As a general guide, an ESL student will have moved beyond first phase after a period of nine months of instruction with ESL support.

### Second Phase

Second phase ESL learners are students whose understanding and production of spoken and written English is progressing, but is still limited to a range of familiar social and educational situations.

Second phase students range from students who have acquired a basic communicative repertoire in English which enables them to participate in some class activities to students who can communicate with some degree of confidence and coherence about subject matter appropriate to their age group but removed from their immediate personal experience.

Students at the end of second phase will have made significant progress in their oral English language skills and will have been applying their English language and literacy skills to both formal and informal situations.

As a general guide, an ESL student will have moved beyond second phase after a period of three years of instruction with ESL support.

### Third Phase

Third phase ESL learners are students who generally function fluently and competently in English, but who occasionally need assistance in meeting the particular language and literacy demands of English in specific social and educational situations.

Third phase students range from students who have developed a transitional communicative repertoire in English which enables them to function in most language and literacy activities to students who can communicate in English with confidence and clarity to a level approaching that of first language speakers about subject matter appropriate to their age but unrelated to their direct personal experience.

Students at the end of third phase will normally have extended their English language and literacy skills in both formal and informal situations and be able to learn and participate effectively in the mainstream classroom.

As a general guide, an ESL student will have moved beyond third phase after a period of seven years of instruction with ESL support.

### 3.3 ESL teaching programs

ESL teaching programs aim to support students' learning of English so that they are able to communicate with their peers and their teachers, participate in the classroom, access the curriculum and achieve equitable learning outcomes.

In order to successfully participate in informal social interactions as well as more formal and academic contexts, ESL students need to develop the skills to understand and communicate appropriately in both spoken and written English, in a variety of ways, for a range of purposes and audiences, using a range of media.

ESL teaching programs focus on students learning English in context and across the curriculum so that they acquire the English language skills relevant to the content area. For this reason, ESL teaching needs to be integrated as far as possible within different subject areas, so that students are supported to learn the specific language, including the vocabulary, text types and communication modes, appropriate and necessary for the different disciplines and curriculum areas.

ESL teaching programs also focus on developing students' ability to understand and use the grammatical structures and features of English. At the same time, ESL teachers assist students to develop an understanding of the cultural contexts of the school and the wider community in which they live and about the social conventions that govern the appropriate use of language for different contexts.

In developing and implementing ESL teaching programs, ESL teachers provide scaffolded support for ESL students. Students need to be provided with good models of English language use in context and given the opportunity to practise using the language with appropriate support until they are able to use it independently.

ESL teaching is most effective where ESL and classroom teachers are able to work together in the delivery of ESL programs. This may be done through collaborative or team teaching programs or, where that is not appropriate or possible, through the joint development of programs that provide explicit language learning support in the context of the curriculum.

In this context, ESL students' language learning will benefit from high expectations by teachers and a recognition that their prior language and cultural learning is a valuable resource for knowledge and skills transfer to the English speaking context.

### 3.4 Assessment of ESL students

#### ESL Scales

The *ESL Scales* is an assessment and reporting framework used to describe the English language and literacy competence of ESL students as identified from school, curriculum or class based assessment information.

Outcomes and pointers describe English language acquisition in the school context in the three areas of *Oral Interaction*, *Reading and Responding* and *Writing* across a number of levels from beginners to a level approaching first language speaker competence.

Use of the *ESL Scales* enables teachers to identify the English learning achievements of their ESL students and track their ESL learning progress against the outcomes and pointers of its standards framework.

The *ESL Scales* provides a guide to required ESL learner skills and knowledge at different levels and can also be used to indicate the language demands of the oral and written texts students are expected to produce throughout the school curriculum. Both the NSW Board of Studies *English K-6 Syllabus* and *English 7-10 Syllabus* identify the English skills that ESL students need with reference to the levels and outcomes of the *ESL Scales*.

#### ESL students and assessment programs

Performance assessment data reflecting ESL students' levels of English can also be gained from results of assessment programs including the *Basic Skills Test* and the *Primary Writing Assessment* in Years 3 and 5, the *Computer Skills Assessment* in Year 6, the *English Language and Literacy Assessment* in Years 7 and 8 and the *Secondary Numeracy Assessment Program* in Years 7 and 8.

Most ESL students participate in these assessment programs, although students from language backgrounds other than English who have been in an Australian school for less than one year are not required to undertake testing in any of these programs.

The reports to schools from these assessment programs include data isolating performances of all students from language backgrounds other than English as well as those who indicate that they speak a language other than English at home and have been in an Australian school between one and four years. This data can assist schools in identifying literacy and numeracy needs of ESL learners.

### 3.5 ESL curriculum support

Curriculum frameworks and ESL referenced Board of Studies syllabus documents are available to help ESL teachers to integrate ESL teaching and learning within the school curriculum.

#### Primary schools

##### *English K-6 Syllabus*

The *English K-6 Syllabus* includes references to *ESL Scales* outcomes identifying the level of English language competence required to achieve English syllabus outcomes. The *ESL Scales* outcomes and pointers can be used to inform planning and programming for the language learning needs of ESL students.

##### *ESL Steps: ESL Curriculum Framework K-6*

*ESL Steps: ESL Curriculum Framework K-6* is an *ESL Scales* referenced planning and programming aid for teachers of K-6 ESL students. The stage based teaching guides provide a framework for ESL teaching within six main language focus areas: describing, recounting, responding, instructing, explaining and persuading. References to the *English K-6 Syllabus* and other K-6 syllabus documents help correlate ESL teaching with classroom programs.

#### High schools

##### *English 7-10 Syllabus*

The *English 7-10 Syllabus* includes outcomes from the *ESL Scales* which have been mapped against the syllabus content to show a pathway from ESL students' current levels of English to the level of language needed to achieve the English syllabus outcomes. The *ESL Scales* outcomes and the relevant pointers in the *ESL Scales* can be used to inform planning and programming for the language learning needs of ESL students.

##### *Higher School Certificate (Stage 6) English (ESL)*

The Higher School Certificate English (ESL) course is open to ESL students who have been studying in English as the language of instruction for five years or less at the beginning of the Preliminary Course.

ESL students who have been studying in English for more than five years can enrol in the English (Standard) or English (Advanced) courses.

Fundamentals of English is a Preliminary course of study which aims to support students' work in either the English (Standard) course or the English (ESL) course and to assist students to use the English language effectively in their study and for vocational and other purposes.

## ESL program organisation

### 4.1 Modes of delivery for ESL programs

ESL programs may be organised in a number of ways, depending on the numbers of ESL students, their current levels of English, the years and classes those students are in as well as the numbers of ESL teachers and the availability of other staff with ESL teaching expertise.

In order to implement an effective ESL program, a school needs to determine the most suitable organisational arrangements to meet the varying needs of different groups of ESL students throughout the school.

Three broad modes of delivery for ESL teaching provide options which schools can combine to provide the most appropriate organisational arrangements. These are:

#### Direct ESL teaching modes

Direct ESL teaching modes involve the provision of ESL instruction to groups of ESL students separately from their class or grade peers. Examples include tutorial or withdrawal teaching, elective classes and parallel classes.

#### Collaborative ESL teaching modes

Collaborative ESL teaching modes involve ESL teachers and class or KLA teachers sharing responsibility for planning, programming, teaching, assessment and evaluation. Examples include joint or team teaching programs and group teaching programs.

#### Resource ESL teaching modes

Resource ESL teaching modes involve using ESL teachers' expertise as a professional development resource for individual teachers or the whole school staff. These modes should not be used as the only modes of delivery but may be used to complement other modes of ESL delivery.

The table on page 11 provides details of program models in each of these modes and shows how they deliver instructional support to ESL students.

## 4.2 Examples of ESL program models

### Direct ESL teaching modes

<b>Tutorial or withdrawal model</b>	Students, often from different classes or years, are grouped together for a period of time for more intensive ESL tuition, e.g. an intensive class for new arrivals (primary school).
<b>Elective model</b>	Classes of ESL students are formed to undertake a specific program as an elective (high school), e.g. the Stage 6 English ESL course.
<b>Parallel model</b>	A class of ESL students is taught separately by a specialist ESL teacher, covering similar key learning area content with a language development focus, e.g. a separate ESL reading group (primary school) or a parallel ESL class in a specific subject area (high school).

### Collaborative ESL teaching modes

<b>Joint teaching or team teaching model</b>	Both the class teacher and the ESL teacher take equal responsibility for the planning and delivery of lessons to classes which include ESL students, e.g. ESL and Year 2 teachers teaching the HSIE program together (primary school) or ESL and Year 10 English teachers teaching Year 10 class together (high school).
<b>Group teaching model</b>	The class teacher and the ESL teacher, along with other support teachers where available, work with small groups within the classroom implementing collaboratively planned teaching and assessment programs, e.g. ESL and class teacher work together on developmental playgroups (primary school).

### Resource ESL teaching modes

<b>Teacher development model</b>	The ESL teacher develops or adapts materials and presents professional development activities for class teachers to support ESL students' learning.
<b>School development model</b>	Advice provided by ESL staff is implemented in designing whole school programs of support for ESL students.

### 4.3 Organising ESL programs across the school

When determining the appropriate modes of ESL program delivery to be implemented in the school, the following factors need to be considered:

- numbers of ESL students in each class or year and their levels of English language skills, including their educational background and their literacy skills in their first language or English
- ESL teacher allocation
- numbers of newly-arrived students with no previous experience of English (primary schools as well as high schools in non-metropolitan areas)
- numbers of ESL students choosing particular electives (high schools)
- numbers of students anticipated to transfer from IECs/IEHS (high schools)
- subject teaching expertise of ESL teachers (high schools)
- numbers of newly arrived students anticipated to enrol during the year.

In most schools, the key to a successful ESL program lies in the careful placement of ESL students in appropriate classes. In general, it is preferable to place ESL students in classes with their age appropriate cohort, even when students have little or no English language skills or prior schooling.

As the ESL teacher is a limited resource, and is usually not able to provide direct support to every ESL student, it is important that programs are planned and timetabled to enable the ESL teacher to provide effective instruction to as many students as possible, taking into account their relative need for support. Priority should be given to first phase learners, followed by second phase and then third phase. The ESL teacher should also be able to provide professional support to other teachers to assist them in meeting the needs of the ESL students in their classes.

ESL program organisation needs to be flexible to allow for changes that may need to be made to accommodate on-going enrolments of newly arrived ESL students throughout the year.



## ESL data collection and staffing processes

ESL teachers are specialist staff appointed to schools, additional to normal staffing establishment, to design and deliver teaching programs for identified ESL students. ESL teacher positions are allocated to schools under both the ESL Targeted Support and ESL New Arrivals Programs.

### 5.1 Student enrolment data

It is essential that accurate data is collected on all students on enrolment and maintained through the school's OASIS system. Information relating to students from language backgrounds other than English needs to include country of birth, language/s spoken, residency status and passport and visa numbers, where relevant. This information can be gathered from the OASIS database and used for a number of purposes including the Annual Census of Schools, the ESL Annual Survey and the ESL New Arrivals Program surveys.

### 5.2 Staffing for the ESL Targeted Support Program

Under the ESL Targeted Support Program teacher positions are allocated and reviewed each year according to information provided in the ESL Annual Survey of schools. Specialist ESL teachers are allocated to primary schools and high schools across NSW according to their relative need for ESL support.

The need for ESL support is determined by the numbers of ESL students and their phase of English language learning reported by schools in the ESL Annual Survey. In determining ESL need, the needs of all ESL learners are taken into account but the greatest weighting is given to beginning or first phase ESL learners who have the greatest need for support.

ESL teacher allocations to schools across the state vary each year as the fixed number of ESL teacher positions is redistributed according to the survey data. Schools are informed of their ESL allocation for the following year by term 4.

### 5.3 ESL Annual Survey

The ESL Annual Survey is conducted mid-year by all government schools in New South Wales. In the survey, schools identify:

- the number of students from language backgrounds other than English (LBOTE) and the length of time they have studied in an Australian school and
- the number of LBOTE students identified as ESL learners and their ESL phase level (first, second or third).

The data from all school surveys is collated and used to distribute the pool of ESL teacher positions equitably to schools across the state.

#### 5.4 ESL New Arrivals Program surveys

A survey of newly arrived students in need of ESL instruction is conducted three times per year in all government schools in New South Wales.

Unlike the ESL Annual Survey, these surveys are not used to allocate staff to schools. Information from the surveys determines the level of Commonwealth Government funding claimed by the NSW Department of Education and Training for the ESL New Arrivals Program. Complete and accurate reporting is essential to ensure that the Department is able to receive its full entitlement of Commonwealth funding for this program.

Schools are required to provide details of all eligible students who have arrived within the survey period, under the categories of permanent residents (Form A) and temporary residents (Form B). Students must be reported once only – on enrolment in their first Australian school, government or non-government.

Survey forms are distributed to every government school in New South Wales and all schools are required to complete the survey. If no eligible students have enrolled within the survey period, schools submit a nil return.

## ESL New Arrivals Program in schools

The ESL New Arrivals Program provides on arrival short term ESL teacher support for newly arrived students in primary schools and high schools that do not have an ESL Targeted Support Program and where students do not have access to an Intensive English Centre (IEC) or Intensive English High School (IEHS).

### 6.1 Staffing for the ESL New Arrivals Program

The program allows schools to employ a teacher for up to three school terms to provide intensive ESL instruction of 0.1 equivalent full time (EFT) (i.e. 3 hours per week) for each eligible student.

In some cases the ESL New Arrivals Program may provide additional short term teacher support for newly arrived ESL students in schools that have an ESL Targeted Support Program. These schools may apply for this provision if they experience substantial increases in enrolments of eligible newly arrived ESL students in the course of the school year.

### 6.2 Operation of the ESL New Arrivals Program in schools

#### Students eligible for ESL New Arrivals Program support

To be eligible for support under the ESL New Arrivals Program a student must:

- speak a language other than English as their first language and be in need of intensive ESL tuition,
- be newly arrived in Australia (enrolling in school within six months of their arrival or, for Kindergarten students within 18 months of their arrival),
- be enrolling in an Australian school for the first time or transferring within six months of arrival,
- be an Australian citizen, a permanent resident, an approved provisional visa holder or an approved temporary visa holder with an *Authority to Enrol* form issued by the Temporary Visa Holders Unit.

Aboriginal and Torres Strait Islander students who are enrolling in school and who speak an Indigenous language and require ESL assistance, are eligible for support under the English as a Second Language — Indigenous Language Speaking Students (ESL-ILSS) program.

Some categories of temporary visa holders are not eligible to receive ESL New Arrivals Program support. As visa classes and sub-classes are updated regularly by the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA), schools will need to check eligibility with the Temporary Visa Holders Unit.

In some circumstances ESL New Arrivals Program support may be provided on a case by case basis for students who fall outside the guidelines for eligibility. This support is only available to students in isolated schools who enrol with minimal English language. It is not available to schools with an ESL Targeted Support Program.

## Enrolling newly arrived students

Information for schools about enrolling students who are newly arrived in Australia is contained in *Enrolment of Permanent Residents and Temporary Visa Holders in New South Wales Government Schools: Guidelines for Schools*.

When enrolling any newly arrived student the principal or delegated officer must sight and photocopy the student's travel documents including the passport, the original visa and the current visa if this is different, and the date of entry stamp. Australian permanent residents, New Zealand citizens and Norfolk Islanders can be enrolled directly. For all other newly arrived students, enrolment applications must be processed through the Temporary Visa Holders Unit and an *Authority to Enrol* form issued.

Most students holding temporary visas are required to pay the *Temporary Visa Holders Education Fee*. Some visa categories are exempt from the fee and individual applications for exemption are considered on a case by case basis.

## 6.3 Applying for ESL New Arrivals teacher support

### Schools without an ESL Targeted Support Program

To apply for an ESL New Arrivals Program teacher allocation, schools complete an *Application for ESL New Arrivals teaching support* form and return it to the Multicultural Programs Unit or the relevant Multicultural/ESL consultant for their school.

The principal is advised of the allocation and how to access payment for the ESL New Arrivals teacher. Generally an allocation is provided for a minimum of two school terms, after which an extension of one term may be offered. The principal is responsible for employing the casual ESL New Arrivals teacher. Where possible, a trained or experienced ESL teacher should be employed.

### Schools with an ESL Targeted Support Program

In schools with ESL Targeted Support Programs, the ESL support needs of newly arrived students are factored into the distribution of ESL teacher positions following the ESL Annual Survey.

However, if during the year a school experiences a substantial increase in the number of newly arrived ESL students, the school may apply for supplementary support. An *Application for ESL New Arrivals teaching support* form must be completed and returned to Multicultural Programs Unit or the relevant Multicultural/ESL consultant. In assessing the need for supplementary ESL support, the capacity of the school's existing ESL resource will be considered.

### Support for schools with newly arrived ESL students

Multicultural/ESL consultants and the Multicultural Programs Unit can provide support to schools on the ESL New Arrivals Program. This support includes professional advice on appropriate teaching methodologies, sample lesson ideas, programming and assessment as well as a kit of teaching resources. Isolated ESL new arrivals teachers in rural and regional areas are also able to receive mentoring support from an experienced ESL teacher.

## Secondary Intensive English Program

Intensive English Centres (IECs) and the Intensive English High School (IEHS) provide intensive ESL tuition to recently arrived, high school aged students whose first language is not English.

The IECs/IEHS provide English language, orientation, settlement and welfare programs to prepare students for study in a NSW high school.

### 7.1 Management of IECs and the IEHS

Each Intensive English Centre is led by a head teacher and attached to a host high school. The principal of the host high school is accountable for the overall management of the IEC, including staffing, financial operations, educational outcomes and staff and student welfare. The IEC head teacher is responsible for day-to-day operations including employment of casual staff, managing the IEC budget, educational and welfare programs, planning, professional development and supervision of staff and students.

The Intensive English High School is a separate school with a principal, deputy principal and a number of head teachers. The principal is responsible for the management and operations of the IEHS.

### 7.2 Staffing of IECs and the IEHS

IECs are staffed separately from the host high school with a head teacher, permanent and casual teachers, school counsellor/s, teacher's aides (ethnic) and school administrative staff.

The staffing entitlement of IECs and the IEHS is determined by the number of classes which in turn is determined by the student enrolment.

Each IEC and the IEHS has an allocation of permanent positions, both teachers and teacher's aides, which are supplemented by casual staff when the number of classes increases. This flexibility in staffing allows for fluctuations in enrolments each term as new students enrol and others transfer to high school.

### 7.3 Operation of programs in IECs and the IEHS

#### Students eligible to enrol in an IEC/IEHS

To be eligible for enrolment in an IEC/IEHS a student must:

- speak a language other than English as their first language and require intensive ESL instruction to enable them to participate in secondary education
- be newly arrived in Australia and enrolling within six months of arrival
- be applying for IEC/IEHS as the first enrolment in an Australian school or transferring within six months of arrival
- be an Australian citizen, a permanent resident, an approved provisional visa holder or an approved temporary visa holder with an *Authority to Enrol* form issued by the Temporary Visa Holders Unit
- have the intention to continue their education in a government high school after completion of the IEC/IEHS course.

In certain cases, Year 6 students may transfer from a primary school to an IEC/IEHS to prepare for entry to high school the following year. Applications from Year 6 students are considered on a case by case basis.

There are specific restrictions on enrolment in IECs/IEHS that preclude some categories of students. These include:

- certain categories of temporary visa holders
- students who have completed secondary school or who have attended University or other tertiary courses in Australia or in their country of origin
- students holding temporary visas who are older than 19 years of age by 31 July in the current year.

Note: Some temporary visa holders who can enrol in schools are not eligible for ESL New Arrivals Program support and so cannot enrol in IECs/IEHS. As visa classes and sub-classes are updated regularly by the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA), head teachers will need to check eligibility with the Temporary Visa Holders Unit.

In some circumstances where a prospective student does not meet the eligibility guidelines, an application may be made for special consideration for enrolment.

For information on enrolling newly-arrived students, refer to page 16.

#### Assessing need for IEC/IEHS placement

All newly arrived, secondary aged students whose first language is not English who present for enrolment in high school should be referred by the high school to the appropriate IEC/IEHS for English language assessment prior to enrolment.

Students who are assessed as eligible for intensive English support are enrolled directly at the IEC/IEHS. Students recommended for high school placement are given a letter authorising enrolment at an appropriate high school. The school will make the final decision on enrolment and the appropriate year placement.

### Student classification and length of stay

Students enrolling in IECs/IEHS are classified as either regular or special needs students and placed in classes according to their English language tuition needs.

#### *Regular students*

Regular students are usually those students who have experienced continuous schooling prior to immigration. Some regular students may have studied English in their country of origin. It is expected that regular students will transfer to high school after a maximum of 30 weeks at an IEC/IEHS.

#### *Special needs students*

Special needs students are those students who experience significant disadvantage in their initial learning of English language and literacy due to factors such as disrupted previous education, physical disability, learning difficulty or psychological adjustment. It is expected that these students will transfer to high school after 40 weeks at an IEC/IEHS.

In certain circumstances students may be granted an extension of their IEC/IEHS program for one term if their learning program has been disrupted because of changes in their personal or family circumstances or illness.

### Transfer to high school

The IECs/IEHS offer a transition to high school program to assist exiting students to make a successful transition to their designated high schools. As part of this program students and their families are advised of their schooling options and can request placement at their local or chosen government high schools. Enrolment in a high school can sometimes be subject to vacancies at the school.

## 7.4 Intensive English curriculum

Intensive English language programs in IECs and the IEHS are based on the *Intensive English Programs (IEP) Curriculum Framework*. This curriculum framework addresses both ESL and key learning area requirements of the NSW school curriculum. High school subject areas are adapted for second language learners to provide students with subject orientation for high school. As the students' level of English language proficiency increases the teaching concentrates more on concepts, vocabulary and skills required in preparation for high school.

IECs and the IEHS also provide student orientation and welfare programs to assist students with settlement in their new country and education system, with support provided by specialist migrant counsellors and bilingual support staff.

## Professional support for schools

### 8.1 Professional learning

A range of professional development programs are offered to teachers of ESL students each year. These programs may include:

- *ESL Orientation* programs for newly appointed ESL teachers
- *ESL in the Mainstream* courses for class teachers of ESL students
- ESL teacher network meetings
- ESL student assessment using *ESL Scales*
- *HSC English (ESL)* workshops
- *ESL Steps: ESL K-6 Curriculum Framework* workshops
- *Intensive English Program (IEP) Curriculum Framework* workshops
- ESL teacher mentor training
- seminars on ESL teaching methodology
- school based action inquiry projects on ESL pedagogy.

Schools are issued with advice each year about professional learning support available.

### 8.2 Multicultural and ESL support personnel

#### Multicultural / ESL consultants

Multicultural/ESL consultants, based in regions, provide professional support to schools and Intensive English Centres (IECs) implementing ESL, anti-racism and multicultural education programs.

Consultants work with schools in developing whole school approaches to meeting the needs of ESL students. They organise and conduct professional development activities for teachers of ESL students. They provide advice about ESL education, including support for newly-arrived students, at the point of need to individual teachers or whole schools. They are able to assist with programming ideas, student assessment strategies and provide in-class support to teachers on effective approaches to ESL pedagogy.

#### Community Information Officers

Community Information Officers (CIOs), based in regions, support schools in communicating and strengthening links with their parents and community members from language backgrounds other than English. The CIOs work with parents and community members from a wide range of language backgrounds. Some of these officers speak languages other than English and many have close links with and understandings of particular ethnic communities.



## Multicultural Programs Unit

The Multicultural Programs Unit (MPU) coordinates the statewide implementation of multicultural and ESL programs in schools. This includes providing advice and support to schools, managing the ESL survey processes, coordinating the equitable allocation of ESL teacher positions to schools and completing Commonwealth accountability requirements.

### 8.3 Interpreting and translation services

#### Interpreting services

Interpreting services are available to assist schools in communicating with non-English speaking parents and community members. Parents may also request an interpreter to support them in talking to the school. Schools and parents may request an on-site interpreter or they may use the Telephone Interpreter Service. These services are paid for by the Department of Education and Training.

Information on how to book interpreters is available on the public schools section of the Department's website at [www.schools.nsw.edu.au/adminsupport/intertranslate.php](http://www.schools.nsw.edu.au/adminsupport/intertranslate.php), or by contacting the Multicultural Programs Unit. To use the Telephone Interpreter Service, contact 131 450.

#### Translated materials

A number of Department of Education and Training publications in languages other than English are available on the Department's website for staff, parents, clients or community members to view or download. See [www.det.nsw.edu.au](http://www.det.nsw.edu.au) and then click on Translated Documents on the front page.

### 8.4 ESL teacher accreditation

English as a Second Language (ESL) teachers must be qualified primary or secondary teachers and must have completed a course of study in Teaching English to Speakers of Other Languages (TESOL). This may be undertaken through either undergraduate studies or a combination of undergraduate and postgraduate studies.

A number of higher education institutions offer an approved course of study in TESOL involving studies in linguistics, English and/or a language as part of an initial primary or secondary teacher education program.

A number of higher education institutions also offer approved postgraduate TESOL programs, such as a Graduate Certificate in TESOL or postgraduate Diploma in TESOL, for qualified teachers.

#### Inservice training for ESL teachers

Teachers who are newly-appointed to ESL positions and who do not have ESL qualifications may be able to receive support to enrol in an approved TESOL course. Newly-appointed ESL teachers may also receive support through the ESL Orientation professional development program.

## References

- Board of Studies NSW 1998, *English K–6 Syllabus*, Office of the Board of Studies NSW, Sydney.
- Board of Studies NSW 2003, *English Years 7–10 Syllabus*, Office of the Board of Studies NSW, Sydney.
- Board of Studies NSW 1999, *English Stage 6 Syllabus*, Office of the Board of Studies NSW, Sydney.
- Curriculum Corporation 1994, *ESL Scales*, Curriculum Corporation, Carlton, Victoria.
- NSW Adult Migrant English Service 1995, 2003, *Certificate in Spoken and Written English Curriculum*, NSW AMES, Sydney.
- NSW Department of Education and Training 2004, *ESL Steps: ESL Curriculum Framework K–6*, NSW DET, Sydney.
- NSW Department of Education and Training 2004, *Intensive English Programs Curriculum Framework*, NSW DET, Sydney.
- NSW Department of Education and Training 2001, *Enrolment of Permanent Residents and Temporary Visa Holders in NSW Government Schools: Guidelines for Schools*, NSW DET, Sydney.
- NSW Department of Education and Training 2001, *Enrolment of Temporary Visa Holders in NSW Government Schools: Information and Application Package*, NSW DET, Sydney.

## For more information

### ESL and multicultural programs in schools

Multicultural Programs Unit  
NSW Department of Education and Training  
Level 14, 1 Oxford Street  
Darlinghurst NSW 2010  
Locked Bag 53, Darlinghurst NSW 2010  
Phone: 9244 5324  
Fax: 9244 5381

### Interpreters for schools

Multicultural Programs Unit  
Phone: 9244 5311

### Telephone Interpreter Service

Department of Immigration  
Multicultural and Indigenous Affairs (DIMIA)  
Telephone Interpreter Service  
Phone: 131 450

### Temporary visa holders

Temporary Visa Holders Unit  
NSW Department of Education and Training  
Level 6, 770 George Street  
Sydney NSW 2001  
Phone: 1300 300 229 (local call)

### ESL teacher accreditation

Teacher Recruitment Unit  
NSW Department of Education and Training  
Phone: 1300 300 498

### Multicultural/ESL Consultants and Community Information Officers

For the names and locations of these officers in regions, contact your regional office



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