



# English Language Learning Progressions

## Facilitation manual for school self-access professional development



## Using the English Language Learning Progressions

*The English Language Learning Progressions (ELLP) is a resource for identifying the starting points and tracking the progress of students who are English language learners. This group includes not only those in mainstream and ESOL specialist programmes who are receiving Ministry ESOL funding, but also those no longer receiving funding but who still have English language learning needs.*

*It is also appropriate for tracking the progress of international English language learners. Much of the information can also inform practice for New Zealand-born learners from language backgrounds other than English. Using the ELLP will help both mainstream and ESOL specialist teachers to meet the needs of these different groups as they move towards the achievement levels of their peers.*

This manual is to enable a teacher with responsibility for ESOL/learning support/literacy learning in their own school to work with their staff to support the use of *The English Language Learning Progressions* when access to external facilitators is not possible. Page 4 of this manual suggests how the sessions could be organised differently in schools with differing numbers of English language learners.

### **The linguistically diverse classroom**

New Zealand classrooms in the twenty-first century are far more linguistically diverse than those of the last century. The Ministry of Education 2007 ESOL statistics show that in our schools there are now 165 different ethnic groups from 160 countries, speaking 110 different languages. There are approximately 29,000 students in almost 1200 schools receiving ESOL funding for English language learning support. Approximately 800 schools have fewer than 20 ESOL-funded students and of these, many have fewer than five. A few schools have almost 200 while the remainder cover the range between these numbers. Schools face different challenges, depending on the numbers and types of students they are supporting e.g ESOL-funded migrants, international fee-paying students or New Zealand-born students from language backgrounds other than English.

### **Catering for cultural and linguistic diversity**

Both *The New Zealand Curriculum* and the *National Administration and Education Guidelines* require schools to identify and meet the needs of individual students – to cater for diversity and to personalise learning, as well as to understand the cultural and language backgrounds of their students. *The New Zealand Curriculum* states the following in the section on learning areas and language (p.16):



*For each (learning) area, students need specific help from their teachers as they learn:*

- *the specialist vocabulary associated with that area;*
- *how to read and understand its texts;*
- *how to communicate knowledge and ideas in appropriate ways;*
- *how to listen and read critically, assessing the value of what they hear and read.*

*In addition to such help, students who are new learners of English or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.*

*The English Language Learning Progressions (ELLP) is a practical resource which will help both mainstream and ESOL/literacy specialist teachers meet these requirements by demonstrating what development looks like in English language acquisition for oral language, reading demands and writing. It will help teachers to understand progression from the beginning of learning English to becoming a confident user in many situations and learning areas. Because the ELLP focuses strongly on language for learning at school, some of the approaches and information apply not only to the needs of English language learners, but to more general classroom use.*

For assistance in planning the use of this programme in your school, please contact your local ESOL and/or literacy advisors (School Support Services)

Team Solutions, Faculty of Education, University of Auckland  
09 623 8880

School Support Services, University of Waikato  
07 838 4458

Centre for Educational Development, Massey University College of Education  
06 356 9099

Faculty of Education, Victoria University of Wellington  
04 463 9960

UC Education Plus, University of Canterbury  
03 349 1350

University of Otago College of Education  
03 479 4914



## Overview of English Language Learning Progressions Professional Development programme

This professional development programme is most likely to be effective in helping the whole staff understand the needs of English language learners when:

- each school chooses a key co-ordinator to lead the programme;
- groups of teachers participate (e.g. whole staff, department/faculty, syndicate, team) regardless of whether or not they have English language learners in their own classes, as it is acknowledged that most teachers will have some contact at some time with these students;
- staff meeting time is allocated - approximately seven one hour sessions over the year.

### Expectations:

Participating teachers should attend all sessions and complete all tasks.  
Teachers will compile a portfolio on a student, containing:

- a profile of the student
- samples of reading, writing, speaking and listening tasks assessed against ELLP
- a Record of Progress.

**Resources (see also online pamphlet *ESOL Resources* - [www.minedu.govt.nz/goto/esol](http://www.minedu.govt.nz/goto/esol))**

### Classroom resources:

- *ESOL Online*
- *English Language Intensive Programme Years 7-13 Resource (ELIP)*
- *Focus on English:*(6 packs) *Shapes, Measurement, Conservation, Animals, Plants, Weather* (for Years 7-13)
- *Selections Series*
- *The Picture Dictionary for New Learners of English* and the *Teaching Resource for the Picture Dictionary for New Learners of English*

### Programme planning guidelines:

- *The NZ Curriculum Exemplars*
- *Effective Literacy Practice Years 1-4*
- *Effective Literacy Practice Years 5-8*
- *Effective Literacy Strategies Years 9-13*

### ESOL Information for Schools Folder includes:

- *ESOL Funding Assessment Guidelines*
- *ESOL Progress Assessment Guidelines*
- *Refugee Handbook for Schools*

### Research:

- *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* (MOE 2003)

### Background Information on diverse cultures:

- *New to New Zealand: a guide to ethnic groups in New Zealand* (2005) – supplied to all schools



## Programme Overview

The professional development programme is designed so that each school can adjust the programme for its own context of English language learners (ELLs).

### The different types of context are:

- small/medium school with small numbers of ELLs
- small/medium school with large numbers of ELLs
- large school with small numbers of ELLs
- large school with large numbers of ELLs

The programme is centred around the development of a portfolio of work over time to help participants follow the long term development of an English language learner (ELL). The way this information is collected will differ according to how many teachers the learner sees during the week, with this being most different between primary and secondary schools. There is a portfolio task to complete between each professional development session.

### Creating a portfolio

In schools with small numbers of ELLs, one learner can be the focus for the portfolio. In primary schools, a group of teachers may share equally the portfolio collection requirements.

In schools with larger numbers of ELLs, ideally a number of portfolios will be collected and this can be done in a number of ways.

- (A) a small group of teachers follows one ELL
- (B) a group of year level teachers each follows a different ELL
- (C) a group of subject teachers (e.g. a group of maths teachers) follows a different ELL

## Professional Development Sessions (each approximately one hour)

Session 1	Knowing where to start with a learner
Session 2	Learning in an additional language
Session 3	Writing
Session 4	Oral language
Session 5	Reading
Session 6	Supporting English language learners in “learning to learn”
Session 7	Review and evaluation of professional development programme. School action plan.

Make sure that the school’s coordinator of this professional development has read through the whole programme and that the resources are prepared ahead of the session.

The Session Outline for each session shows what resources are needed for each step of the session.



# ELLP Professional Development Session 1

Know your learner - Knowing where to start

<b>Session 1 Outline</b>	<b>Make sure you have enough copies of each resource for the way the activity is structured (eg: per person, pair or group). You need (as well as all copies of the ELLP):</b>
Overview of PD programme (group discussion)	OHT of facilitation manual, page 4
Introduction Activity – knowing the learner - where to start	Post Box Resource 1A + copy of <i>New to New Zealand</i>
Finding your way through the Introduction booklet Overview of ELLP and confirming need to know the learner	Scavenger Hunt, Resource 1B and Resource 1C
Conclusion – preparation for Session 2 , begin portfolio	Resource 1D

## Focus questions

*What are learners likely to have brought to the task of learning English as an additional language?*

*What do they need to increase their proficiency?*

## Running Session 1

1. Make sure you have all school copies of the ELLP available for the session. Go through the outline for the programme, then the outline for this session. (Make an OHT of page 4 of the manual.)
2. Overview of programme. Go through the outline of the session and the focus questions. Explain that the answers to these will be found in the ELLP.
  - a) Discussion. What are the reasons for doing the professional development programme? (See pages 1-3, manual). What is expected of the people attending? Explain that the purpose for collecting information (portfolio task) after each session is to build a portfolio of a student over a year, to track and record their progress.
  - b) Explain the way the ELLP feeds into and supports curriculum learning, as shown in the diagram (p.12) in the ELLP Introduction booklet, and its relationship to other frameworks (ELLP Introduction booklet p.13).
  - c) Supporting resources: refer to page 3 of this facilitation manual.
3. Knowing a learner and knowing where to start.  
Complete the Post Box activity with questions relating to ELLs (English language learners) (Resource 1A) – Know Your Learner. Each staff member or pair take ownership of one Post Box to complete and to report back to others.  
Report awareness of ELLs. The expectation is that some teachers may know very little, so this session is about awareness raising.



- 4 Finding your way through the Introduction booklet.  
Do the Scavenger Hunt (Resource 1B) including all sections – oral language (listening and speaking), reading, writing and vocabulary. (Blow sheet up to A3 and copy one for each group.)

Hand out a copy of Knowing the Learner (Resource 1C) to each person (adapted from the *Refugee Handbook for Schools* in the *ESOL Information for Schools Folder*) for people to take away and think what information they need to know about learners.  
Show a copy of *New to New Zealand: a Guide to Ethnic Groups in New Zealand* (all schools have a copy).

**Conclusion: Follow up tasks and preparation for Session 2**

- a) Assign responsibility for collecting background information on a specific ELL to record on student profile background sheet. (Resource 1D, Portfolio Task 1) This information becomes the first document in the portfolio.
- b) Read p. 4-16 of the ELLP Introduction booklet in preparation for the next session. 'What do learners need to know, understand, and produce at different stages of English language acquisition?'



## Resource 1A: Post Box Activity - Know the Learner

**Purpose:** to develop a shared understanding and awareness about the ELL and what needs to be found out. This activity will highlight teachers' depth of knowledge about the ELL.

### Instructions

- In year level groups, select an ELL known to all : if there are only one or two ELLs in the school, one teacher could be responsible for putting up (on OHT) the enrolment information for the student and see what the rest of the staff knows about the student and their family.
- Set up four numbered Post Boxes (ice cream containers/boxes).
- Teachers fill in the slips for each Post Box and post their answers into the post boxes.
- When everyone has answered every question, teachers take responsibility to collate and report on the answers in each Post Box. How different or similar are the answers? What information don't some/all people know? Why is it important to know these things? Discussion to follow.

Post Box 1: Q.1.	What is the learner's country of birth?
Post Box 1: Q.2.	How many countries has the learner lived in before coming to New Zealand?
Post Box 1: Q.3.	Is religion important to the learner, and if so which religion?
Post Box 2: Q.4.	In what language/s (if any) are the learner's parents/caregivers literate?
Post Box 2: Q.5.	What other languages does the learner speak/understand?
Post Box 2: Q.6.	Is the script of the learner's strongest language /s the same or different from English. If it is different, which direction is it read in?
Post Box 3: Q.7.	When did the learner arrive in New Zealand?
Post Box 3: Q.8.	How many years of formal schooling has the learner had before arriving in New Zealand and how many years of schooling in New Zealand?
Post Box 3: Q.9.	Is the learner literate in their first language?
Post Box 4: Q.10.	What is the learner's place in the family and who is the main caregiver?
Post Box 4: Q. 11.	What are the learner's obligations and responsibilities outside school?
Post Box 4: Q.12.	Who does the learner socialise with at school and to what extent?





## Resource 1B: Scavenger Hunt

**Require:** ELLP Introduction booklet + dice and counters

**Purpose:** to familiarise the participants with the layout of the ELLP and to see what sort of information they will find in the document.

**Instructions:** work in small groups. Take turns to throw the dice and land on a square. Find the answer from the ELLP Introduction booklet to the question on the square.

Name two dictionaries recommended for use in classrooms. (p. 45)	How many different types of language learners have you taught? (p. 8-9)	List three effective instructional strategies for ELL instruction. (p. 9-10)	What are three questions that the ELLP will answer? (p. 3)	Name two ways learners make sense of information as they read. (p. 29)
What are the factors which influence language learners' writing progress? (p. 34)	Define BICS and CALP. (p. 4) Why is this differentiation important?	What is the most important factor in the reading progress of ELLs? (p. 29)	How often should students' progress be recorded?	The ESOL specialist can use the progressions to... (list four). (p. 47)
In reading what is the difference in language structures between Foundation and Stage 2? (p. 47)	Discuss three of the factors that affect individual language learners. (p. 31)	<b>FINISH</b>	What are the prosodic features of language? (p. 21)	List two features of the vocabulary used by students writing at Foundation stage. (p. 42)
What are the four factors influencing ELLs' oral language proficiency? (p. 21)	What does ELLP stand for?	What is a formulaic chunk? (p. 50)	Learning or knowing a word involves... (list three from p. 39).	How is the complexity of text determined? (p. 27)
	<b>START</b>	What is one way mainstream teachers can use the progressions? (p. 48)	Knowing where to start with a learner requires... (p. 15)	What are five features of the sentences used by students at Stage 2? (p. 37)



## Resource 1C: Knowing the Learner

What should I know about the learner in order to support him/her and facilitate his/her learning?

- Information on health issues, social situation and emotional adjustment.

This information should be gathered and checked and shared where appropriate with all teachers of the learner.

The information needs to be gathered sensitively and needs to be based on observations of and discussions with the learner at different times and in a variety of settings and from the perspectives of a number of people, so that a rounded picture of the learner is formed.

<p><b>Background information</b> (may need to be gathered through an interpreter)</p> <ul style="list-style-type: none"> <li>• Date of birth/age (as recorded by caregivers and learner)</li> <li>• Country of birth</li> <li>• Religion (if significant culturally or personally)</li> <li>• Family situation (caregivers and place in family)</li> <li>• Significant information on any trauma (physical or emotional)</li> <li>• First language/s (What do you know about the first language? Is the script Romanic or non Romanic?)</li> <li>• Any significant health issues – sight or hearing impairment, other conditions which may affect learning?</li> <li>• What were the occupations of the caregivers in the country of origin?</li> <li>• What are the learner's obligations and responsibilities outside the school setting?</li> </ul> <p><b>Social situation</b></p> <ul style="list-style-type: none"> <li>• Are there other students from the same ethnic/cultural group in the school?</li> <li>• Has the learner made friends inside this group?</li> <li>• Has the learner made friends outside this group?</li> <li>• Does the learner relate to peers outside the classroom?</li> <li>• What are the learner's interests and strengths outside the classroom?</li> </ul> <p><b>Emotional adjustment</b></p> <ul style="list-style-type: none"> <li>• How is the learner feeling about him/herself? Is s/he coping at school? (Who has spent time talking to the learner?)</li> <li>• Is the learner's home situation putting him/her under any pressure?</li> <li>• What sort of support is available at home? Is the rest of the family (including adults) literate or have they had little or no education in their country of origin?</li> <li>• Does the learner have access to a tape deck and/or a computer?</li> </ul>	<p><b>Educational needs</b> (affect placement decisions)</p> <ul style="list-style-type: none"> <li>• Date of arrival in New Zealand</li> <li>• Length of time in schooling in country of origin and in other countries/refugee camps prior to entering New Zealand schooling and language of instruction</li> <li>• Level of oracy, literacy and numeracy in first language/s</li> <li>• Length of time in New Zealand schooling</li> <li>• Approximate reading level (How, when and by whom was this assessed?)</li> <li>• Approximate numeracy level (How, when and by whom was this assessed?)</li> <li>• What are the learner's perceptions of him/herself in relation to the cohort? Are these accurate?</li> <li>• What does the learner understand about the schooling system in New Zealand and how long it takes to learn to read and write and be mathematically successful?</li> <li>• Is the learner putting any time outside school hours into learning, and if so, how?</li> <li>• <b>If at secondary school</b>, what subjects is the learner studying and how and why were these chosen? At what year level is the learner placed in each subject and on what basis was this decision made?</li> <li>• Were the placement decisions made with the agreement of all parties - school, learner and family - or was there some disagreement about placement? If the placement is found to be unsuitable after a period of time, is it possible to review and alter it?</li> <li>• What are the learner's goals? Is s/he aware of and informed about learning pathways and employment options and possibilities, including levels of education needed to meet entry requirements? Has s/he considered a range of options for future education, training and employment?</li> </ul>
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## Resource 1D: Portfolio Task 1 - Student Record

Student's Name (English Language Learner)	
Age:	
Year Level:	
Q.1.	What is the learner's country of birth?
Q.2.	How many countries has the learner lived in before coming to New Zealand?
Q.3.	Is religion important to the learner and if so which religion?
Q.4.	In which language (if any) are the learner's parents/caregivers literate?
Q.5.	What other languages does the learner speak/understand?
Q.6.	Is the script of the learner's strongest language/s the same or different from English? If it is different, which direction is it read in?
Q.7.	When did the learner arrive in New Zealand?
Q.8.	How many years of formal schooling has the learner had before arriving in New Zealand and how many years of schooling in New Zealand?
Q.9.	Is the learner literate in their first language?
Q.10.	What is the learner's place in the family and who is the main caregiver?
Q.11.	What are the learner's obligations and responsibilities outside school?
Q.12.	Who does the learner socialise with at school and to what extent?



## ELLP Professional Development Session 2

What are the important things to know about learning an additional language?

Session 2 Outline	Make sure you have enough copies of each resource for the way the activity is structured (eg: per person, pair or group). You need:
Key ideas about language learning (Group activity)	Yes/No/Make it Right Resource 2A
Key ideas about language learning (Group activity)	Mind Map Resource 2Bi and Answers Resource 2Bii + 1 Mindmap per person for handout
Factors affecting language learning (Pair activity)	Factors Grid Resource 2C
Key ideas about language learners and teaching and learning (Group activity)	Ripple Diagram Resource 2D
Sharing of student profiles	Portfolio Task 1
Conclusion and preparation for Session 3: explanation of writing sample analysis	Portfolio Task 2 Resource 2E

### Focus questions

*What are the important things to know about learning in an additional language?*

*What do learners need to know, understand, and produce at different stages of English language acquisition?*

### Running Session 2

- Go through the outline of the session and the focus questions. Vocabulary: Yes/ No/ Make it Right – ELLP Introduction booklet p. 39-46 (Resource 2A)
- In small groups, hand out a group copy of Mind Map (Resource 2Bi), and the cut up information (Resource 2Bii). Construct a mind map by sorting the answers and the supporting information to answer the key question. Copy one mind map per person for them to complete after the session.
- (Read ELLP Introduction booklet p. 6-8)  
In pairs, complete the table provided (Resource 2C). Write explanatory notes about the factors that affect individual language learners.
- (Read ELLP Introduction booklet p. 8-11)  
Complete the Ripple Diagram (Resource 2D). In small groups, identify the different kinds of language learners in the inner circle, effective teaching and learning approaches in the middle circle and around the outside identify what content is best for these learners.
- Recap on findings of student profiles (Portfolio Task 1) – what new information have I found out about my learner since Session 1 and what more would I like to find out? Share.

### Follow up tasks and preparation for Session 3

- Teachers need to read writing section in ELLP (from their year level booklet)  
Years 1-4 - p. 42-60, plus - Typical Features, p. 41-42, 44-45, 49-50, 53-54, 57-58,  
Years 5-8 - p. 42-45, 47-48, plus - Typical Features p. 42-76  
Years 9-13 – p. 42-76, plus - Typical Features p. 42-76



2. Collect a writing sample\* (Portfolio Task 2). This sample could be one that has already been used for ESOL Ministry funding. Categorise the sample according to the stages on the Writing Matrix ELLP Introduction booklet p. 37, and bring it to Session 3.

\* Schools with very small numbers of ELLs may need to give a sample of ELL student work to other staff who do not teach the student/s.

\* The sample should be from work completed **independently** by the student in school time, so that outside influences do not come into play (tutors, parents, electronic dictionaries, etc). It is recommended that a time and topic be set to allow for consistency of samples.



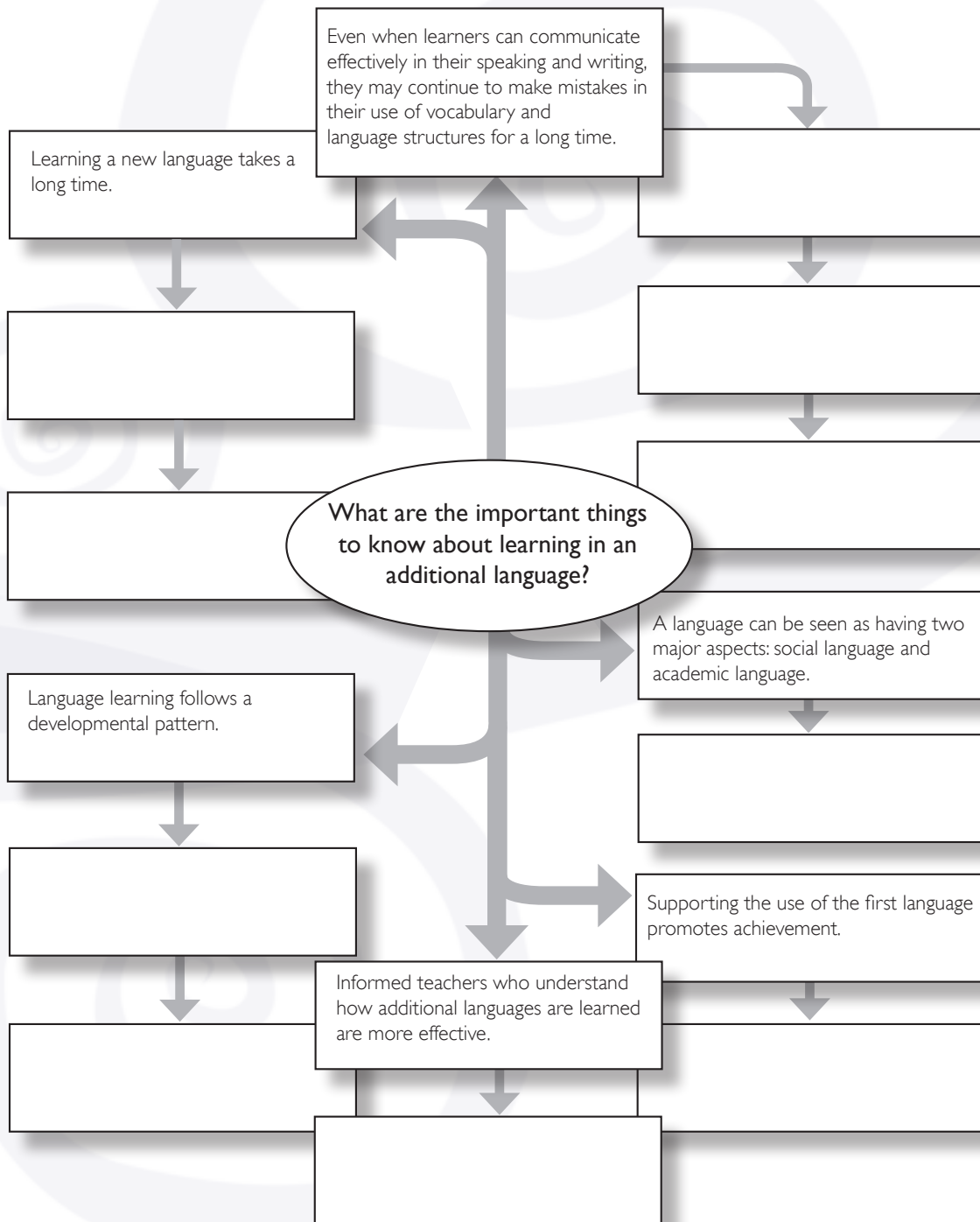
## Resource 2A: Yes, No, Make it Right (Copy off one sheet per pair)

Read the following statements and decide for each whether you agree or disagree. If you disagree, correct the statement. Discuss your answers with another person and justify your decisions with reference to **ELLP Introduction booklet** p. 39-45.

1. ELLs need to know the first 500 most frequently used words in English before they learn anything else.
2. Researchers estimate that approximately 71% of the vocabulary in academic texts comes from the first one thousand most frequently used words.
3. Native speakers in primary school add three to four thousand new words to their vocabulary every year.
4. All learners need to develop CALP in a language.
5. Phonemic awareness means being aware of the correlation between the sounds of English and how these sounds are written as words.
6. It is important that ELLs are systematically taught phonemic awareness.
7. ELLs need to learn both personal and everyday vocabulary and curriculum-specific vocabulary.
8. At Stage 2 it is expected that ELLs will be able to recognise, understand and use 2000 words in English, comprising words for personal details and social and curriculum contexts.
9. Research shows that learners learn words better when they are learned within a context, for example, a topic.
10. The rate of vocabulary acquisition is dependent on a learner's willingness to learn new words independently.
11. Being able to spell words correctly is important.
12. Learners who are literate in their first language should be encouraged to use dictionaries in that language.



## Resource 2Bi: Mind Map Template





## Resource 2Bii: Mind Map Information

5 to 7 years

**What are the important things to know about learning an additional language?**

Read the associated pages (p. 4 -11) in the ELLP Introduction booklet. Complete the mind map activity by sorting the answers to link to statements to answer the key question. Place the answers onto the mind map (2Bi).

May have problems relating to accuracy and / or depth of word knowledge.

Early stages - silent period, formulaic chunks, original chunks.

May be better at oral or written depending on previous exposure.

Beware of overestimating or underestimating a learner's potential or progress made.

Effective practice is informed by theory. Teachers must focus predominantly on meaning and on form.

Later stages - acquisition of vocabulary and grammar and text types.

Learners may use interlanguage and they may overgeneralise. Bilingual support is beneficial as well as specific teaching of metacognitive strategies. Teachers should avoid making assumptions.

Teachers should encourage thinking and discussion in first language and provide bilingual support where possible.

Learners usually acquire social language more quickly than academic language.





## Resource 2C

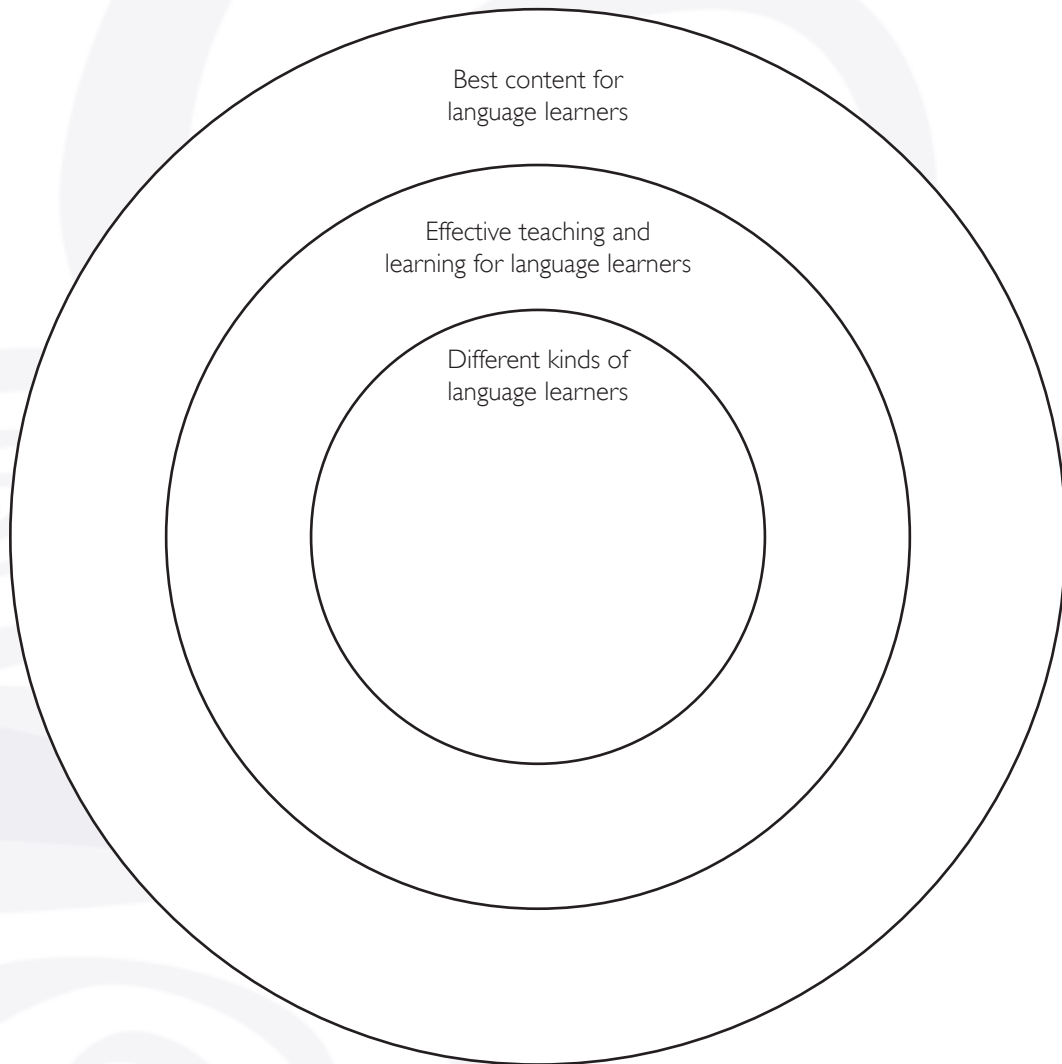
### What factors affect individual language learners? (p. 6-8)

Read the associated pages in the ELLP Introduction booklet and make notes on how these factors affect individual language learners. Choose one or two of these factors and explain how they affect the learner you are tracking.

Factors	Additional Information
The age of the learner affects how they approach language learning	
Previous education	
Match between familiar and new approaches to teaching and learning	
Similarities and differences between English and the learner's first language	
Language learning experience	
Exposure to English	
Opportunities to interact with native speakers	
Affective factors	
Cognitive learning ability	
Physical disability	



## Resource 2D: Ripple Diagram



Read p. 6-8 in the ELLP Introductory booklet. Identify the different kinds of language learners in the inner circle, effective teaching and learning approaches in the middle circle and around the outside identify what content is best for these learners.



## Resource 2E: Session 2 Portfolio Task 2 - Writing Sample Analysis

Collect a writing sample that has been completed in school time. Set a time limit and specify a topic. (It is useful to note on the sample if it is a familiar or unfamiliar topic for the writer.) Please do not edit this sample. Categorise the sample according to the stages on the Writing Matrix.

Topic:

Time limit:

I believe that this sample is at:

Evidence within the writing that reflects this stage:\*

\* See also ESOL Funding Assessment Guidelines for a way of analysing the strengths and gaps in student writing.



## ELLP Professional Development Session 3

### Writing progression

<b>Session 3 Outline</b>	<b>Make sure you have enough copies of each resource for the way the activity is structured (eg per person, pair or group). You need:</b>
The Writing Progression – What does it mean? Recap on writing matrix and features – discussion.	ELLP booklets
Analysis of ELLP writing samples (Group activity)	ELLP writing samples
Placing samples of writing (from your own school) on the matrix and justifying decisions. (Group/pair discussion)	Make sure that you have at least two samples of writing for analysis either provided by the teachers, or that you have copied from the document.
Analysing ‘Where to next?’ in the ELLP writing section. General discussion on approaches to supporting ELLs.	ELLP
Conclusion and preparation for Session 4: Complete Record of Progress with information gathered so far.	1 copy per person of the Record of Progress sheet from the year level booklets (9-13) p. 89, (5-8) p. 81, (1-4) p. 64 Portfolio Task 3

### Focus questions

*What are learners likely to produce at each writing stage of ELLP?*

*What does writing look like at different stages?*

*How do I know whether a learner is making the expected progress?*

*What are the next steps that the learner needs to take in order to make progress?*

### Running Session 3

1. Go through the outline of the session and the focus questions.  
Discussion of homework reading (writing section introduction) – small groups
2. Look at and discuss the writing matrix in the ELLP Introduction booklet p. 37.  
Look at the samples of writing in the booklet. (Choose samples from the booklet appropriate to the level of your school context.)  
Highlight and annotate examples of topic development, sentence development and language structure, vocabulary development, script control and editing, spelling and punctuation.

Using Resource 2E, discuss where you placed the learner/s from your school and why. Present and justify your decision to the group, in terms of the writing matrix, then check your decisions in ELLP.



3. Deciding on 'Where to next?' for each stage. Read this section in the ELLP.
  - a) Look at the sample of writing from your own ELL. Discuss in pairs, what are the next steps that this learner needs to take in order to make progress in writing?
  - b) Discussion (small groups/pairs). How is this similar to or different from what I am doing for all learners in my classes?

**Follow up tasks and preparation for Session 4**

- a) Re-assess initial placement of your learner's writing sample if necessary.
- b) Place sample in student portfolio with justification (Resource 3A).
- c) Record placement on 'Record of Progress' sheet.
- d) Read the oral section in ELLP for Years 1-4 (p. 7-12) and Years 5-8 (p. 7-12) and Years 9-13 (p. 7-12) in all year level booklets.



## Resource 3A: Session 3 Portfolio Task 3

Review the writing sample collected for Portfolio Task 2.

Topic:

I now believe that this sample is at:

Evidence within the writing that reflects this stage:

How can I move my ELL to the next stage?



# ELLP Professional Development Session 4

## Oral language progression\*

\*The programme coordinator should have viewed the whole *Oral Language Progressions* DVD before the session and chosen which segments to view as demonstration samples and which to use as analysis samples.

Session 4 Outline	<p>Make sure you have enough copies of each resource for the way the activity is structured (eg per person, pair or group).</p> <p>You need (as well as all copies of the ELLP): a data projector and/or DVD player and monitor for this session.</p>
Recap on the oral language matrix – input and output. ELLP Introduction booklet p 25-26 (Small groups/pairs)	ELLP Introduction booklet (+ oral language matrix)
Show analysis sections <i>Oral Language Progressions</i> DVD	DVD <i>Oral Language Progressions</i>
View the DVD demonstration example. Pair / share after each stage. Place students on grid (Resource 4A).	Resource 4A Oral Language Analysis grid
Staff discussion: What do we need to be aware of when assessing ELLs' oral language? How are we supporting oral language development ?	
Conclusion and preparation for Session 5: Complete Record of Progress with information gathered so far.	Original Record of Progress (from portfolio)

### Focus questions

*What are learners likely to understand and produce at different stages of English language acquisition?*

*What do they need to increase their oral language proficiency?*

*How do I know whether a learner is making the expected progress?*

*What are the next steps that the learner needs to take in order to make progress?*

### Running Session 4

1. Go through the outline of the session and the focus questions. Discuss the Oral Language Progression diagram, and the oral language matrices. ELLP Introduction p. 21-26
2. View relevant selection of two or three students at different stages of the Progressions and discuss language features and placement of students on Oral Language Matrix. Note down reasons/evidence.



3. Choose a student relevant to your context from the Demonstration section at the end of the DVD and show the section. Analyse the student's oral language in pairs. One teacher focuses on the student's listening and places the student at a stage on the Oral Language Input Matrix. The other teacher focuses on the student's speaking and places the student on Oral Language Matrix. (Use Analysis of Oral Language, Resource 4A). Share and justify decisions.
4. As a staff, discuss how you are supporting oral language development.  
**Remember for Years 7-13 to use the Oral Language section in the ELIP (English Language Intensive Programme folder).**

### **Follow up tasks and preparation for Session 5**

- 1 Collect evidence of your portfolio ELL's oral language stage. Record on the Record of Progress – Oral language listening and speaking (Portfolio Task 4B).
- 2 Read the Reading section in ELLP.  
Years 1-4: p. 13-35,      Years 5-8: p. 13-41      Years 9-13: p. 13-51
- 3 Each teacher selects a typical reading text used currently within own classroom programme to bring to next session (1 page maximum). This can be photocopied or the actual resource brought along.





## Resource 4A: Analysis of Oral Language

STUDENT	OUTPUT What did I notice?	What would be the next steps for this student?
Konomi		
Ben		
Earl		
Hee Jun		
Ta'amiloga		
May		
Do-Kyung		

## Resource 4B: Portfolio Task 4

ELL Oral Language Sample Analysis – complete this for focus ELL and place in Portfolio

STUDENT	OUTPUT What did I notice?	What would be the next steps to support this learner?	How am I modifying input?



# ELLP Professional Development Session 5

## Reading progression

Note: As preparation for this session, the ELLP PD coordinator needs to copy two or three of the reading samples at different levels from the booklet for their own school years (1-4 or 5-8 or 9-13). They should be presented in random order.

Session 5 Outline	You need:
Reviewing the reading section and matrix.	ELLP booklets (+ reading matrix)
Rank ELLP texts into appropriate stages using readings from ELLP. Share and justify decisions with reference to ELLP.	ELLP booklets and reading text samples
Place three samples of your texts at appropriate ELLP reading stages.	Resource 5A + reading texts used with ELLs in your own classrooms
Conclusion and preparation for Session 6.	

### Focus questions

*What texts are learners likely to comprehend at different stages of the reading progression?*

*How do I know if a text is easy or difficult for my learners?*

#### **ADDITIONAL INFORMATION**

*It is acknowledged that reading for primary aged students is regularly assessed through a range of assessment processes. It is important that ELLP is used in conjunction with the Literacy Learning Progressions (draft) and other resources to ensure alignment and progress against cohort. Example texts make reference to the colour wheel for this reason.*

### Running Session 5

- I. a) Discuss the Reading Progression Diagram ELLP Introduction booklet p.13. What does the diagram mean to you?
- b) Review the reading matrix ELLP Introduction p. 31. In small groups, teachers will sort and rank the reading texts according to the appropriate stage of ELLP (Foundation, Stage 1, Stage 2 and Stage 3) remembering that there are several reading texts within each level. Compare results and discuss ranking. Compare to the rankings in the ELLP booklets, Years 1-4 p. 22-35, Years 5-8 p. 22-41 and Years 9-13 p. 21-51.

This could be also be done as a bus stop activity, by displaying the texts on a wall and teachers giving them a level on the reading matrix, providing reasons for their decisions, then sharing the results.



2. a) Examine a reading text currently used by ELLs within own classes/ programmes, (collected by teachers as follow-up from Session 4). Where does it 'best fit' on the reading matrix? Share with a partner. Allocate a stage for the three readings provided. (Use Resource 5A) Discuss ranking with a partner and justify placement. Share as a staff. Discuss: "Where to now for our ELLs in regard to choosing appropriate reading text?"

### **Follow up tasks and preparation for Session 6**

- 1 Select three reading texts on a similar topic at levels that would be above, below and at the level of your selected student/s.
- 2 Align these texts to the ELLP reading stages (Portfolio Task 5).
- 3 Record on the 'Record of Progress' the reading stage of selected student and how it was assessed.
- 4 Read 'Developing Independent Learners' in ELLP:  
Years 1-4 p. 61-63, Years 5-8 p. 77-79 Years 9-13 p. 84-86



## Resource 5A: Portfolio Task 5 - Analysis of Reading Texts

Collect three reading texts on a similar topic at levels that would be above, below and at the level of your selected student. Align these texts to the ELLP reading matrix.

### Text 1

Title: \_\_\_\_\_ Source: \_\_\_\_\_ Topic: \_\_\_\_\_  
I believe that this sample is at: \_\_\_\_\_  
Evidence within the text that reflects this stage: \_\_\_\_\_

### Text 2

Title: \_\_\_\_\_ Source: \_\_\_\_\_ Topic: \_\_\_\_\_  
I believe that this sample is at: \_\_\_\_\_  
Evidence within the text that reflects this stage: \_\_\_\_\_

### Text 3

Title: \_\_\_\_\_ Source: \_\_\_\_\_ Topic: \_\_\_\_\_  
I believe that this sample is at: \_\_\_\_\_  
Evidence within the text that reflects this stage: \_\_\_\_\_



# ELLP Professional Development Session 6

## Developing independent learners

Session 6 Outline	You need:
Complete KWLH chart before reading section on independent learning.	KWLH chart Resource 6A
Reflection on ideas which have been confirmed or changed about supporting English Language Learners. (Group discussion)	
Conclusion and preparation for Session 7: Reflecting on the approach to "learning to learn".	

### Focus questions

*How do I help my learners to become independent?*

*What "learning to learn" strategies and learning prompts can we use to improve a learner's achievement?*

### Running Session 6

1. Go through the outline of the session and the focus questions. Complete KWLH chart (Resource 6A) for Columns K and W (What do I know (K), What do I want to find out (W)), without consulting ELLP booklets.
2. Skim read/reread pages in ELLP (Years 1-4 p. 61-63, Years 5-8 p. 77-79, Years 9-13 p. 84-86). Complete KWLH chart for L (What have I Learned), and if the answer to your question is not in the booklet, fill in the H column (How could I learn this?) with ways that you could find the information.
3. Discussion: In what ways are the approaches to "learning to learn" in the ELLP similar to or different from the approaches I use with other students?

### Follow up tasks and preparation for Session 7

- a) Review what you can see about the learner's progress from the Record of Progress chart, and complete the Record of Progress chart. List in the section 'Other Comments' the prompts and strategies that could be used to help the learner make progress in oral language – listening, oral language – speaking, and in reading and writing.
- b) Ensure that all Portfolio Task requirements have been completed to share in Session 7.
- c) Conclude Session 6 by asking people to bring to Session 7 one thing they are going to do in their class/syndicate/faculty as part of a school plan to better meet the needs of ELLs as a result of reading the ELLP.



## Resource 6A: KWLH Chart (one copy per person)

1. Complete KWLH chart for Columns K and W (What do I know? (K), What do I want to learn? (W)) without consulting booklets.
2. Skim read/reread pages in ELLP (Years 1-4 p. 61-63, Years 5-8 p. 77-79, Years 9-13 p. 84-86).
3. Complete KWLH chart for L (What have I Learned?), and if the answer to your question is not in the booklet, fill in the H column (How could I learn this?) with ways that you could find the information.

<b>What do I Know already about learning to learn strategies and learning prompts?</b> In this column write what you already know about learning to learn and learning prompts.	<b>What do I Want to learn about learning to learn strategies and learning prompts?</b> In this column write down any questions that you have about learning to learn and learning prompts.	<b>What have I Learned about learning to learn strategies and learning prompts?</b> In this column write the answers to your questions in Column 2.	<b>How could I help myself to remember this? Where could I find the information that I need?</b> In this column, write down the learning to learn strategies and learning prompts that could help you to understand and remember the answers to your questions and /or find out the answers to any questions that are unanswered.



# ELLP Professional Development Session 7

Review and evaluation: school audit and action plan

Session 7 Outline	You need:
Reviewing the learner profile (pairs)	Portfolio of focus ELL containing: information sheet, writing samples, oral language analysis, list of learning prompts to use, Record of Progress sheet.
Reviewing what we learned from the ELLP	
Conducting an audit of practice	Resource 7A Resource 7B

## Focus questions

*What am I more aware of about ELLs (English language learners) and about the language acquisition process?*

*Are our school policies and teaching practices designed to support our English language learners? Where to now for me and for our school?*

## Running Session 7

1. Go through the outline of the session and the focus questions.  
Review of initial "Know your learner" profile. What do you now know about your learner?
2. Return to the questions at the beginning of the ELLP Introduction booklet (p. 3).  
What have we added to our knowledge about these questions? Discuss.
3. Display audit questions below (Resource 7A) as an OHT and make notes on them in small groups.  
Compare responses and develop a long term action plan to address any gaps.

*Note: the Ministry Initial Verification Form (available from [info.esol@minedu.govt.nz](mailto:info.esol@minedu.govt.nz)) is a useful checklist for this session.*

4. Review the section on Using the ELLP Introduction p. 47-48. Decide as a group how you might be able to apply this to your school.
5. Use the Suggestion sheet below (Resource 7B) as a guide to discuss, then prioritise actions to follow up this ELLP professional development.



## Resource 7A: (OHT)

### Meeting the needs of English language learners in our school

- How are we meeting the requirements of *The New Zealand Curriculum*, and the NEGS and NAGS?
- How are we personalising learning for these students?
- What approaches and resources are we using in our school to meet the needs of these learners?
- Are we making effective use of the Ministry resources provided for English language learners (ELLs)? (See the resource pamphlet reference on page 3 of this manual.)
- Are our ELLs getting enough specialist ESOL support for the stage they are at? How?
- Are we making effective use of ICT/appropriate software especially if we don't have many ELLs?
- What is being done to support them in the mainstream?
- How might some of this understanding apply to students who are not ELLs?
- What further information, resources and support do we need as teachers?





## Resource 7B: ELLP

### Some suggestions for extending professional knowledge

#### Individual knowledge – teacher level

- Knowing the document - if you come across terms and ideas you're not familiar with, then clarify these for yourself. Explore the implications of ideas in the ELLP Introduction about the characteristics of English language learners and compare with own learners. ('Think of a learner' and see what you know about them.)
- Build up a bank of supporting research related to your own areas. (This could form part of a staff library.)

#### Whole school

- Display the enlarged margin notes from the ELLP as key messages around the staff room - think about how these relate to your own context. How do they link with ELP (Effective Literacy Practice), ELS (Effective Literacy Strategies), ELIP (English Language Intensive Programme) etc?

(Some likely messages are: cross-curricular applications, long term tracking needed as one major way of addressing the issue of the achievement tail, in which ELLs are overrepresented.)

- Collect samples of different types of reports which show the achievement of English language learners – and report in terms of ELLP, using the Record of Progress. Discuss in comparison to existing school reports – what do they tell parents about their child's progress? **Purpose – to review school reports and see if they are acknowledging the pathways for English language learners.**
- Have a resource bank of good grammar texts (see references in the ELLP) which show how to teach grammar in context (provide recommendations) – add to staff library and do a "show and tell" at a staff meeting, especially pointing out how it can help with knowledge about language across the curriculum and support understanding of the *Making Language & Learning Work* series.
- Use a series of quotes from the document – fill in a grid (e.g. 4x3 grid – see ELIP Resource) on "What do they mean? What are the implications for the classroom? Where do they belong in the document? What other teaching and learning are they linked to?" (Could also be done at Faculty/Syndicate level)

#### Faculty/Department/Syndicate level

- Analysis of the Reading Progression.  
Have some model texts (excerpts) for assigning to levels, with a template based on the reading headings from ELLP for comments/judgements.  
**Reflect on the implications for teaching and learning if the texts which you usually use are well ahead of the stage of the English language learners.**
- Analysis of the Writing Progression.  
Discuss one or more of the ELLP writing samples. Follow up by analysing some student writing samples relevant to different classroom contexts, with template using ELLP analysis headings (topic development etc).
- Explain (in general terms) the purpose of the ESOL Funding Guidelines and ESOL Progress Guidelines and link to ELLP (could also be done at whole school level).
- Analyse examples of school assessment tasks which allow for reporting using the ELLP.
- Develop the learning to learn section for specific contexts. Read about this and why it's important (links to ELP, ELS, Alton-Lee research etc).

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