

## **‘What do I need to know and do?’: Course Planning Overview**

The following is a list of the key course planning documents followed by an overview of model course approaches.

***Steps in course planning*** ([live link](#)) links to the requirements for NZQA Course Approval and Accreditation for ESOL courses for international students and suggests how the criteria can be met.

***Opportunities for multi-levelling*** ([live link](#)) identifies some of the ways that teachers can plan learning pathways for classes with learners at different levels.

The ***Course planning template*** ([live link](#)) provides a structure for teachers to plan their own courses and includes links to the New Zealand Curriculum, ELLP and ELIP. This will be available as an interactive planner at a later date .

The ***Overview of model course approaches*** below provides a summary of the course titles, topics and assessments for all five, model courses. The model course outlines provide detailed exemplars across a range of ESOL levels and learning situations.

## Overview of model course approaches

| Course title  | Topics  | Assessments   |
|---|---|---|
| All course outlines have ongoing topics e.g. extensive reading, vocabulary development, personal writing, learning to learn |   |   |
| <b>Foundation ESOL</b><br><a href="#">(live link)</a>   | <ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Learning in New Zealand schools</li> <li>• Plants</li> <li>• Language, culture &amp; identity</li> <li>• Conservation</li> <li>• Future options</li> <li>• Study techniques &amp; exams</li> <li>• Health – keeping yourself safe</li> </ul> | (ESOL unit standards in brackets could be used for extension) <ul style="list-style-type: none"> <li>• Writing a simple description (17139)</li> <li>• Listen to procedures; write a procedural text (15006)</li> <li>• Write information texts (17368)</li> <li>• Write recounts (17366)</li> <li>• Read texts to gain knowledge (2985; 2986)</li> <li>• Oral task (1287)</li> <li>• Reading; writing assessments</li> </ul> |
| <b>Junior ESOL Transition</b><br><a href="#">(live link)</a>  | <ul style="list-style-type: none"> <li>• Life stories/autobiographies</li> <li>• Novel study: <i>Island of the Blue Dolphins</i></li> <li>• Poetry</li> <li>• A rich resource on a local environmental issue</li> <li>• Transactional texts – newspaper study</li> </ul>  | Portfolio entries including: <ul style="list-style-type: none"> <li>• A biography</li> <li>• A character study/research/an information report</li> <li>• An explanation of use &amp; effect</li> <li>• Produce a rich resource</li> <li>• Close reading and an oral presentation</li> </ul>   |
| <b>Senior NCEA ESOL</b><br><a href="#">(live link)</a>  | The course is based on <i>Our Changing World</i> <ul style="list-style-type: none"> <li>• Landforms – Waterfalls &amp; Estuaries</li> <li>• Landforms – Glaciers &amp; Estuaries</li> <li>• Decomposition/Erosion</li> <li>• Marine mammals</li> </ul>  | The following level two ESOL unit standards: <ul style="list-style-type: none"> <li>• 2986: <i>Begin to read independently texts to gain knowledge.</i></li> <li>• 15007: <i>Understand spoken information and instructions in a range of familiar contexts.</i></li> <li>• 17368: <i>Write simple information reports on familiar</i></li> </ul>   |

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|--|---|---|
|  |   | <i>topics.</i> <ul style="list-style-type: none"> <li>17360: <i>Participate in a conversation.</i></li> </ul>   |
| <b>Senior EAP Literacy</b><br><a href="#">(live link)</a>                        | <ul style="list-style-type: none"> <li>Life experiences</li> <li>Bullying &amp; discrimination</li> <li>Junk food/Fat Tax</li> <li>Anti-smacking legislation</li> </ul>             | <ul style="list-style-type: none"> <li>English unit standards 12905; 8825</li> <li>English achievement standard 1.7 (Formative assessment)</li> </ul>                                       |
| <b>Short term ESOL for International students</b><br><a href="#">(live link)</a> | <ul style="list-style-type: none"> <li>Learning and living in New Zealand</li> <li>Discovering New Zealand</li> <li>Out and about in New Zealand</li> <li>Where to next?</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentation (using power point)</li> <li>A written information report</li> <li>Group discussion (videoed)</li> <li>Formal interview</li> </ul> |

Instructional strategies and approaches used in the course outlines can be accessed at:

<http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Effective-strategies-pedagogy-knowing-how-to-teach>