

English for Speakers of Other Languages (ESOL) Verification Visit Report

School:	Brooklyn School (2816)	Principal:	Liz Rhodes
Date of visit:	17 May 2019	Verifier:	Janis Maidment
School roll:	423	Main ethnic groups:	67% New Zealand European, 6% New Zealand Māori, 5% Chinese, 3% Indian, 3% British/Irish, 2% Other European, 2% Other Asian
ESOL funded students:	Migrants: 16 New Zealand born: 4 Refugee background: 2 Total: 22	ESOL funding:	Period 2, 2018: \$8,225 Period 1, 2019: \$7,525

Administration

Identification of ELLs and funding application process	<ul style="list-style-type: none"> The office manager and senior leaders are involved in the enrolment process. The principal or AP/SENCO/ESOL coordinator Clint Brandon meet all new families. Clint commented that the school is now delving deeper into the language backgrounds of English language learners (ELLs) to ensure that all relevant information is gathered at enrolment and also through parent-teacher interviews. ELLs who come in as new entrants are generally placed in a Talk to Learn programme. Classroom teachers and ESOL teacher aide Margaret Burt highlight English Language Learning Progressions (ELLP) records of progress twice a year. Clint makes applications for ESOL funding for eligible students.
ESOL documentation	<ul style="list-style-type: none"> The school is planning to formally document ESOL procedures, and there was some discussion about this. <i>ESOL Programme at Brooklyn School</i> notes provided a clear summary of ways in which support is provided.

ESOL Programme Support

ESOL staff	<ul style="list-style-type: none"> AP/SENCO Clint Brandon oversees ESOL funding/support. Teacher aides Margaret Burt, Julia Braakhuis and Nicky Burdon provide support for ELLs.
ESOL qualifications and professional development	<ul style="list-style-type: none"> Margaret has a Certificate in TEAL (Massey University) and a CELTA qualification. She has also attended a range of ESOL courses. Other teacher aides have been involved in upskilling in the use of programmes such as Talk to Learn and Quick 60. There was some discussion about the ELLP online resource for teachers and the WELLS (Working with English Language Learners) resource which can be used within a school to upskill teacher aides. TESSOL scholarships were also discussed. The school is in the process of developing a new curriculum. PLD around collaborative teaching and learning and inclusive practice have been a priority as the school has moved to flexible learning spaces.

Support programmes and resources	<ul style="list-style-type: none"> • Teachers are expected to include personalised support for ELLs in their programme planning. • Younger ELLs are generally supported initially through Talk to Learn programmes taken by Julia and Nicky. • Margaret and Nicky work with small withdrawal groups which provide targeted support for ELLs. Groups are currently supported in one session a week (1.5 hours for students in Years 3-6, one hour for Years 1/2). Each term there is a focus on building word banks and modelling language around a theme – last term, for example, this was plants/seeds, and support includes ‘hands on’ experiences such as cooking and craft. There is often a focus on specific language, such as the use of plurals, and activities such as sequencing to develop language skills. There is a strong focus on the development of oral language. Last year, ELLs wrote and performed plays. • Clint and Margaret monitor programme support and student progress. • Support may also be provided by other teacher aides working in classes, in literacy support groups, and through Quick 60, Lexia, TARP and Feuerstein programmes.
ESOL assessments	<ul style="list-style-type: none"> • Classroom teachers and Margaret highlight the ELLP matrices twice a year. The verifier confirmed that the assessments may be completed at the end of the year with the teacher who has taught the student that year, and that the scores from that assessment may be used for funding applications due at the end of February the following year. Evidence referred to includes an initial new entrant check, the Six Year Observation Survey, running records, STAR, PATs (listening, reading comprehension, reading vocabulary and maths), e-asTTle writing, and spelling and numeracy assessments. Writing is moderated within syndicates and across the school. • The verifier looked at ELLP records of progress, assessments, running records and writing samples of selected students and there were detailed discussions about each student. The records had been completed carefully over time, and most provided an accurate reflection of students’ language acquisition. In some case, the ELLP scores appeared to reflect stages in which students were working rather than the ‘achieved’ stages. It was evident that children with high language learning needs were receiving multiple layers of support.
Family engagement/ responding to cultural and language diversity	<ul style="list-style-type: none"> • There is a strong association with the local marae. The school has a strong kapa haka group. • There are Māori and Pasifika enrichment teachers. • There is a focus on recognising diverse cultures within the school. Special days, such as Chinese New Year, are recognised and celebrated. • The school has had Mandarin language assistants (Confucius Institute) over a number of years. • A wellbeing survey highlighted the importance of being proactive in recognising diverse cultures, and a personal approach is taken involving individual teachers and families.

Summary

General observations	<ul style="list-style-type: none"> • The school has processes in place to identify English language learners and their specific language learning needs. • Targeted support for ELLs is provided by dedicated teacher aides. Developing strong oral language skills and building confidence are seen as priorities. • Teachers are encouraged to plan personalised support for ELLs as an integral part of their programmes. • The ELLP matrices sighted generally provided an accurate reflection of ELLs’ progress.
Plans for ongoing ESOL development	<ul style="list-style-type: none"> • Formalising the enrolment procedure. • Using the ELLP online resource to upskill teachers in the use of ELLP and related resources. • Continuing to investigate ways of using digital resources for independent learning.