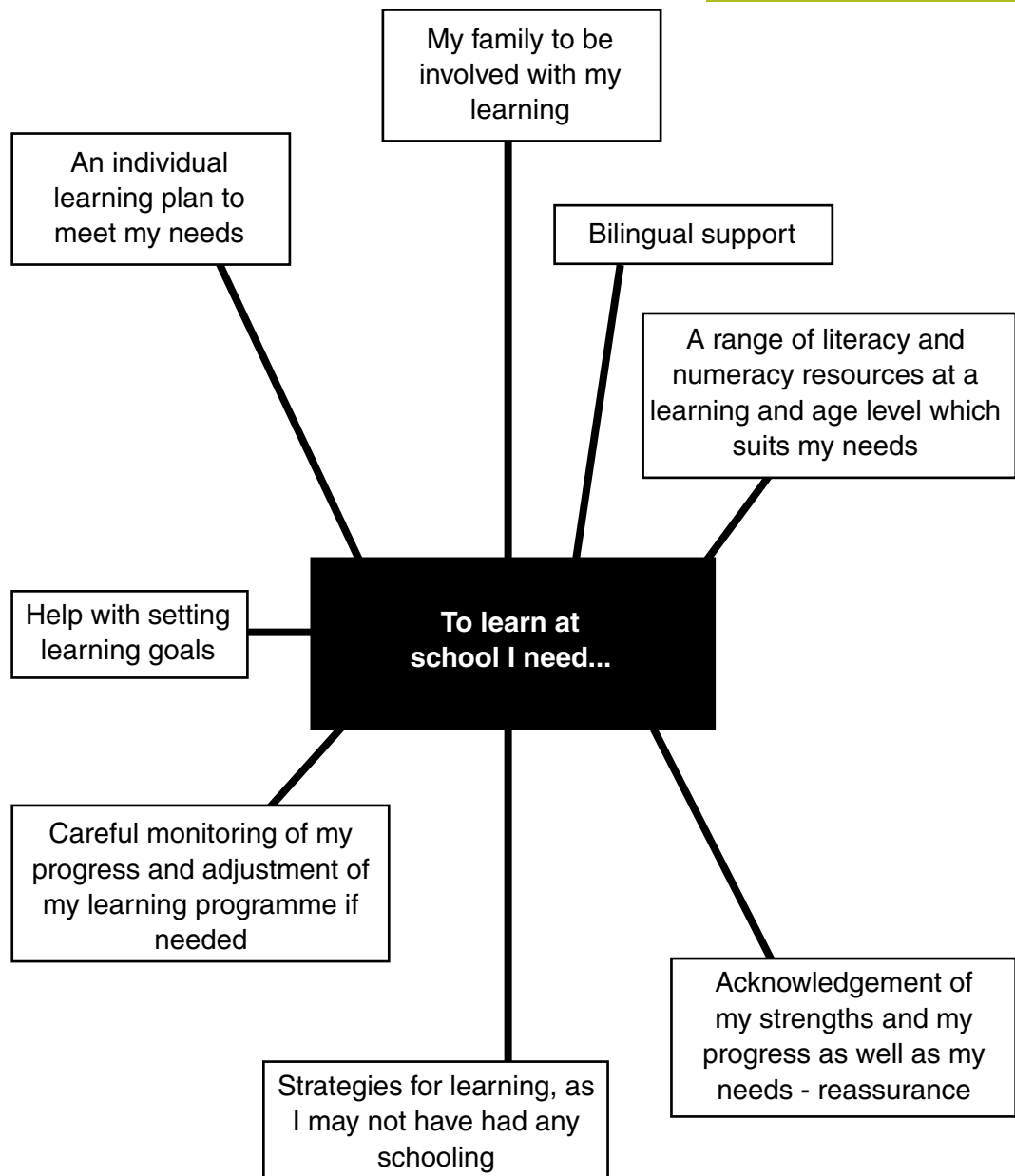


Section 3: Planning and delivering a teaching programme



Planning and delivering the teaching programme: Introduction

Planning and delivering the teaching programme is a core component of provision for students from a refugee background. There are several important points to note about provision for these students. “Knowing the Learner” (see section 2) in many senses, is fundamental.

- Students can only begin learning effectively when their physical and emotional needs have been met – when they have a safe environment at home and at school, and they are welcomed into the school community and befriended. Ethnic Boxes (see section 1) can be a good communication bridge.
- It is essential that the initial information about each student includes checking to see what schooling, if any, they have had, and how interrupted it was, as well as what language it was in. Students who are pre-literate (have no literacy in first language/s) have much greater learning challenges than those who can read and write in first language/s.
- It is also important to gather information about the families of the students, as students whose caregivers have no literacy in first or any other language will not be able to get academic learning support from home and will need extra support from school.
- The older the student is and the less formal education s/he has had, the greater the gap will be between him or her and the age level group, and the greater the need will be for extended intensive English provision, including foundation oracy, literacy and numeracy skills, before mainstream placement. Initial teaching should be done with *bilingual tutor* support (see section 3) wherever possible.
- Accurate and comprehensive diagnostic assessments for oracy, literacy and numeracy are essential for planning an appropriate learning programme. These assessment tasks should include items that assess the learner’s ability to meet the achievement objectives requiring foundation oracy, literacy and numeracy

For a preliminary first language literacy check students can be asked to complete a 10-15 minute observed writing sample in first language (e.g. about a culturally familiar scene/picture). Teachers can judge if students are literate or not, and, to a limited extent, what level of literacy they have, from observing the quantity and fluency of text production.

- If students appear to be failing to make any progress after approximately the first three months, schools should arrange a bilingual assessment as part of the process of establishing whether a student has learning disabilities.
- It is essential that schools check for vision and hearing impairment, especially for family reunification refugees, who will not have been identified through the health systems that quota refugees have accessed at the Centre for Refugee Education in Mangere, Auckland.

The procedures described in the Ministry of Education *ESOL Funding Assessment Guidelines* which are initially used for assessment against cohort level tasks can also be used with materials judged to be at the learning level of the student in order to diagnose strengths and needs. For example, the ESOL funding assessment would require a running record for a Year 7 student to be taken with a 10-12 reading age text, but a diagnostic assessment would require the running record for a Year 7 emergent literate student to be taken with a text designed for an emergent reader.

Similarly, a numeracy assessment should reveal which fundamental mathematical concepts the learner has, such as 1:1 matching, or ordering objects in series. The resource page at the end of Section 2 contains some suggestions for possible assessment tools for oral language, literacy and numeracy.

Individual Programme Plans (IPPS)

After diagnostic assessment, all students should have an individual programme plan prepared for them. IPPs are modelled on the Individual Education Plans prepared for students with special learning needs and can be adapted for students from a refugee background. Students from a refugee background in early stages of literacy and numeracy development need to have a learning programme which:

- specifies the level within which the student is working in core curriculum areas
- sets each student short term (4-6 week), specific, achievable learning goals
- systematically addresses learning gaps and provides teaching of foundation learning for literacy and numeracy
- allows students to share knowledge about the learning objectives of the unit
- enables the teachers of students who may be partially mainstreamed to recognise the significant extent of the learning needs of the student
- includes goals for developing learning strategies (for details see later in this section)

The student's progress in achieving the IPP goals should be carefully monitored. Progress should be acknowledged and continuing difficulties addressed.

IPPS may also include goals for social interactions.

An example of an IPP can be found on page 5-6

What should be considered in planning a teaching and learning programme for students in emergent phases of literacy and numeracy?

Most students from a refugee background will have had interrupted schooling. Some, although not all, will have had no previous education and will not be literate in their first language, i.e. will be pre-literate. These students will need extensive, comprehensive long term support and intensive literacy and numeracy support for at least the first two years of their schooling. This is the reason that the Ministry of Education provides additional refugee funding for these students.

This intensive provision will be necessary for all learners who enter the schooling system beyond year 1 or 2 with no literacy skills, as they will have missed the time in the schooling system when emergent literacy and numeracy skills are taught. It is particularly necessary for older learners (from year 7-13) as, in many intermediate and secondary schools they are more likely to have more than one teacher during the week and may risk not being given enough time to master the basics before they are expected to apply the skills to learning across the curriculum. There must be intensive programmes provided to ensure that they are systematically taught the fundamentals of literacy and numeracy.

It is essential that the teacher in charge of refugees takes responsibility for ensuring that the learning programme has the necessary components to enable these pre-literate and pre-numerate students to meet the literacy and numeracy objectives at the foundation level of the curriculum, especially the English, Science and Mathematics curricula.

Student Profile

This information is provided to give all staff information on this student's educational background and learning needs. Please read the sheet carefully and note the Implications section for what it means for the student in your classroom.

The ESOL department will liaise with mainstream teachers to assist them in meeting the learning needs of each student by:

- providing appropriate materials relevant to the different curriculum areas
- modifying homework/assignment tasks
- developing an IPP (individual Programme Plan) to set learning goals for each student to and monitor student progress

Student Profile

Date _____

Name _____ Age _____

Ethnicity _____ First language/s _____

Literate in first or other language/s (circle) Yes No

Length of time in schooling prior to entry to New Zealand _____

Date of arrival in New Zealand _____

Emergent Literate (minimal English)	Elementary Phase (well below cohort)	Developing Literacy (below cohort)	Later Phase (close to cohort)
ELLF Stage Foundation	1	2	3
ELIP Years 7 to 13	1	2	3

Subjects taken	(Specify at which Year level)

Diagnostic Assessment Information

• Please note carefully

Reading Age (Approximate) _____ Vocabulary
Comments:

Maths level (approximate)
Comments:

Additional comments/Special notes

Please turn this sheet over to check on:

1. the implications of this information for the student in your class
2. the IPP (Individual Programme Plan) goals for this student

Implications:

Students in each of the different phases will need, depending on age:

Emergent Literate (minimal English) (ELLF Foundation Stage)
(These students will usually be in the ESOL programme most of the time)

- close monitoring
- very high levels of support
- lots of pictures and taped material
- lots of very simple materials
- lots of practice
- slow and repeated delivery of key spoken messages
- a buddy for all class time outside the ESOL class

Elementary Phase (well below cohort) (ELLF Stage 1)

- high levels of language support
- highly simplified materials
- highly modified but regular homework
- an IPP – Individual Programme Plan (updated every term)
- lots of practice
- checks that they have understood key spoken messages

Developing Literacy (below cohort) (ELLF Stage 2)

- high levels of language support
- simplified/additional materials
- modified but regular homework
- advance notice of topics so that they can pre-learn key vocabulary and get background information on main concepts/ideas
- extra practice of key tasks

Later Phase (close to cohort)

- advance notice of topics so that they can pre-learn key vocabulary and get background information on main concepts/ideas
- ongoing language support
- additional practice and regular homework

Individual Programme Plan

Circle or highlight the phase of this learner

At the end of Term _____ aims to

-
-
-
-

End of term comment:

Individual Programme Plans (IPP)

When is an IPP needed?

An IPP is needed:

- when barriers to learning (little or no prior school in particular) have been identified through information gathering and diagnostic assessment
- at key transition/decision points (e.g. in/out of language support class, assessment for teacher-aide support)

Why is an Individual Programme Plan (IPP) needed?

An IPP is needed to:

- identify achievable outcomes
- select priorities for learning (skills and knowledge)
- determine teaching and support strategies
- decide on resources
- monitor progress regularly (both self-monitoring and teacher monitoring)
- record achievements

What makes an effective IPP?

- an overall long term aim or aims (achievement objective/s)
- learning outcomes need to be drawn from the achievement objectives, focussed and related to the New Zealand Curriculum
- learning outcomes need to be linked, specific, achievable and measurable.
- progress needs to be monitored regularly
 - Has the learner achieved the learning outcomes?
 - Has the programme been effective in meeting the learning needs of the student?

Checklist

- Are the long term aims and short term learning outcomes specified?
- Does the IPP reflect understanding of the six points:
 - scaffolding - curriculum links - metacognition -interaction
 - integration of oral, written and visual materials
 - provision of comprehensible input
- Are the desired learning outcomes
 - realistic
 - related to the needs of the learner
 - based on informed and current diagnostic assessment?
- Does the learner understand the learning outcomes?
- Are the necessary resources/texts specified ?
- Are the teaching/learning strategies specified where appropriate?

A reading/literacy development programme for emergent readers

These programmes may be delivered in several ways:

- through peer tutoring
- with teacher aide support (bilingual if possible)
- through volunteer parent helpers (with training provided)
- be taught by specialist reading/literacy teachers
- be taught by class teachers

Step 1 *Develop letter/sound recognition (in context) in short, regular daily sessions.*

This must be done through a programme based on the systematic teaching of phonemic awareness. Ideally this type of programme should integrate reading, writing, listening and speaking, as the phonemic awareness is more likely to be consolidated and transferred into all learning areas if the programme is integrated rather than being oral only.

The class session can be supplemented by

- taking home taped reading materials
- using software programmes which consolidate phonemic awareness
- spelling programmes
- card and board games available from Teachers' Centres and other commercial outlets
- use of PM readers in print and on CD Rom, and other electronic reading resources
- use of Digital Learning Objects in literacy (contact School Support Services advisors)

Suggestions for resources can be obtained from the local ESOL literacy advisers

Step 2 *Develop vocabulary and reading/writing skills in context through use of a graded reading programme. Make sure that you:*

- integrate reading, writing, speaking and listening in your programme
- use lots of visual materials
- choose materials that match the age, interests and needs of the reader as far as possible and make sure that there are books on the same topic available at different reading levels
- include a spelling programme (There are some good software programmes for spelling)
- explain how to learn vocabulary (e.g. Look, Say, Spell, Cover, Write, Check) and make sure that students are learning about collocation, word webs and other ways to organise vocabulary learning
- allow learners to take home practice materials
- read both fictional texts and factual texts from a range of curriculum areas
- set specific, achievable short term goals as part of the individual programme plan (page 5-6 this section)
(e.g. learn 20 science words this week)

Suggestions: Keep a scrapbook which includes pictures of familiar items and photographs to write and read about. You can write the sentence/s from oral text produced by the learner, or you can model a sentence and write it down to read. You can also use software such as the Kid Pix Deluxe, Claris Slide Show and Clicker software programmes for learners to create their own texts and have them read back to them. (Regional ESOL Advisers can help you access and use these programmes). It is still important that students get plenty of reinforcement at home through being able to take home taped materials. This is a very brief guide to developing beginner readers. There are lots of other suggestions to support reading development in the Ministry of Education publications supporting reading, such as *The Learner as Reader*.

Numeracy – the first steps

Numeracy is just as important as literacy for learning across the curriculum. An ESOL programme should also have a numeracy component. Students with interrupted or no prior schooling will need intensive support to develop concepts about numeracy and to develop confidence in mastering the fundamentals.

Basic numeracy concepts include the following:

numeral identification	sequencing and ordering
grouping and place value	basic facts

Where can teachers get help?

Advisers.

There are many sources of assistance for providing early intensive numeracy programmes. The maths advisers from the School Support Services at the Colleges or Schools of Education can assist schools with processes for assessing students' level of knowledge and with appropriate programme design. The Early Numeracy Project Assessment (ENPA) is a diagnostic tool (an interview process) that is designed to give teachers quality information about the knowledge and mental strategies of the students they work with. It is essential that information from these types of assessment is used along with the ENP Individual Assessment sheet to develop the numeracy components of the IPPs (Individual Programme Plans). The ENP materials also provide teachers with strategies for teaching the Essential Knowledge.

Colleagues

Teachers of students from a refugee background with low numeracy at primary schools will be able to get help from colleagues who teach students in the early years. However, teachers at intermediate and secondary schools will need to seek additional assistance to develop programmes for emergent numeracy.

Resources

The Ministry of Education website portal, Te Kete Ipurangi is a good source of New Zealand mathematical material and links to other maths resources. The on-line Assessment Resource Bank from the NZCER (New Zealand Council of Educational Research) also has a large bank of mathematics tasks. Digital Learning Objects for Mathematics are very useful. Maths Advisors will assist you access and use these.

If students have mastered the basic concepts and are working at higher levels of the mathematics curriculum, but are still well below their cohort, advisers will also be able to assist mainstream teachers with appropriate materials and approaches for these learners. The *Figure it Out* series produced by Learning Media and resources from the two sites above may be useful. Many of the School Journals and related publications such as the *Connected* series and *Fold It*, also have applied maths tasks integrated into the text.

Students with limited or no prior schooling, especially older learners, must have:

- *an accurate and informed assessment of their mathematical knowledge*
- *a coherent, principled mathematics programme which begins at the level of their mathematical development and does not assume the basics are in place and which integrates oracy, literacy and numeracy development*
- *plenty of opportunities to apply and practise their learning and use manipulative materials*
- *explanations of how mathematics is used in all curriculum areas and chances to use it.*

Assisting students to learn

There are many different ways to assist students to learn. These include:

- peer tutors
- setting up self-accessed learning centres, study support/homework centres or holiday programmes
- bilingual tutors and support personnel
- training students in self-monitoring and “learning to learn”
- setting up a mentoring programme
- using the Volunteer Tutor Scheme (available for secondary students in Auckland)

Peer tutoring

Many schools have set up one-to-one support for students through a peer tutoring programme. The teacher who co-ordinates the programme calls for volunteer tutors from senior students and, after a training programme, these are matched with students who ask for subject help. Students who are good communicators and have cross-cultural understanding are chosen to be tutors of students from a refugee background. They arrange to meet once or twice a week in lunchtimes, study periods or after school. A spin off from the tutoring programme is the development of friendship and understanding that often occurs between them.

A variation on peer tutoring can happen when senior students help with reading programmes for pre-literate students from a refugee background. This could form part of a Health and Recreation module for Year 12 students. They receive training and then are matched with a student to hear them read a selected book and check understanding.

Study Support/Homework Centres

Many schools with students from a refugee background have set up study centres in response to the difficulties which many students from a refugee background experience in completing homework and studying for tests and examinations. Positive effects of staff being involved in these centres has been the recognition by the staff tutors of the dedication and hard work put in by many students, and the continuing relationships built between staff and students. Participation has also made many subject teachers more aware of the difficulties students from a refugee background face in the classroom and has motivated teachers to address this.

These centres offer valuable contexts for developing study habits with students and assisting them with school work. They provide opportunities for members of the communities to see how their children are learning and can also be good places for sharing information about school and learning, as well as the focus of social events for the students and their families.

Study Support Centres

These are primary/intermediate school programmes funded by the Ministry of Education, targeting students in Years 6 to 8 at risk of under-achievement. They are not only for students from a refugee background but for all at risk students. Students are taught by a mainstream class teacher with the support of bilingual tutor(s) from the community – when the programme is ethnically based. Students are supposed to study for a minimum of 6 hours a week after school. The programme is expected to cover completion of any homework given by students' respective schools and the school is required to ensure access to IT and the internet. Funding is provided to cover Terms 1 to 4 but is paid in instalments each term. Milestone reports are required yearly or before the next year's funding.

Example. D School Somali Study Support Centre

One school programme is managed by the Auckland Somali Community Inc. and is funded by the Ministry of Education – as part of Student Support provision for students at risk of under-achievement. It is delivered by a registered mainstream teacher supported by 3 Somali bilingual tutors.

An average of 40 students attend two nights a week for three hours each night from 4 to 7 p.m. The students are Somalis attending local schools in Central Auckland. An afternoon snack and drink is provided for all students.

Homework Programmes (for Year 9-12 students from refugee backgrounds)

Schools may apply to be considered for a grant to provide a Homework Programme. These programmes are funded by the Ministry from the flexible funding pool on application. They are managed by schools and may be available for up to three hours a week for secondary students from a refugee background, and aim to provide academic support to bridge the educational gaps that exist for these students. Many schools employ bilingual tutors to work with students. Milestone reports are required.

Example. B Secondary School Homework Programme

The programme is managed by B Grammar School. Its staff and the running costs are funded by Ministry of Education (ESOL) and it is for all refugee ethnic groups in school. It runs from 4 to 5:30pm two days a week. An average of 20 students attend regularly. Students are helped to complete homework in Maths, Science and any other subject with which they need help. The programme is staffed by a Maths and a Science teacher, and the ESOL teacher is also available for most sessions. An afternoon snack and drink are provided.

How to operate a study centre.

Most schools have adopted the following procedures-

- The study centre operates after school for one to two hours.
- A snack and a drink are provided as students arrive.
- A roll is taken, so attendance awards can be given at the end of term.
- Bi-lingual tutors are employed (as a vital element of the centre's success).
- Volunteer teaching staff help students individually or in small groups. This volunteering can be recognised as a co-curricular duty. (Some schools pay teaching staff for this extra time).
- Self-accessed learning resources (see following pages) are provided for those who finish homework early.
- Computer access is provided where possible (with provision of good software and online ESOL materials – for advice on this, contact the local ESOL Adviser).
- End of term awards are given for attendances and effort.
- End of year celebration meal provided for parents, teachers, students and the Principal.

For more information on how to set up a Study Support Centre, contact your local Refugee Education Co-ordinator.

Supporting Self-Accessed Learning

Self-accessed learning can make a very important contribution to students' learning. Not all learning can happen inside the classroom, and older students in particular who have minimal first language literacy and numeracy have time working against them in reaching peer level learning objectives. Setting up opportunities for self-accessed learning in various ways can be a valuable school project. It can be managed and organised both in class and outside the classroom.

Self-accessed learning offers school-wide opportunities. It can be effective if it combines the resources and expertise of ESOL, special needs and curriculum teachers to select and develop resources and implement the programme.

Successful self-accessed learning relies on:

- accurate diagnosis of a student's needs in the particular subject/skill area
- provision of a range of materials at the learning levels of the students
- careful organisation of the materials (classification by type/level/topic)
Learners need to understand the classification system as well.
- easy access to the materials

NB Self-accessed learning materials can also be used for extension as well as support.

A modern self-access system should include access to CD Rom capable computers, instructional videos (such as models of speeches/debates/seminars) and listening posts.

HINT: make sure you always keep a master file of all materials, which is not the copy provided for students' use!

Although a conventional definition of self-accessed learning is that students should be able to do the task and self-correct it, providing only "yes/no" tasks and worksheets would lead to very arid learning. There are lots of different types of tasks that suit a modified form of self-accessed learning, meaning that students can work by themselves but get some feedback and suggestions for next steps or corrections from a teacher. Reading guides, three level thinking guides, and information transfer tasks are some of these.

Content hints

You can include materials focusing on:

- curriculum content areas
- general knowledge about New Zealand culture and customs, history and geography
- particular language points
- reference skills (using a dictionary, atlas, finding your way round the school/library, note-taking, understanding how a text book is organised, creating a bibliography, etc)
- presentation skills – giving a speech, organising a research project, the language of examination instructions
- general reading skills
- learning to read

Where can self-accessed materials be used?

In-class self-accessed learning can be provided as a box of materials, classified and coded according to a school-wide system. It may also be linked to web-based materials and sites, which should always be checked before students are directed to them.

One alternative is a self-access section in a library. Another is a designated room. Usually the materials should not leave the room, but in-class materials may be able to be taken home, as long as there is another master copy.

Hints for using self-accessed materials

You should:

- state the aim of the task clearly
- make sure the instructions for use are clear
- laminate materials if possible
- provide a variety of task types and vary and integrate the modes (reading/writing/ speaking/listening – with oral, written and visual support)
- provide answer keys for materials where appropriate
- include “learning to learn” prompts and chances for a variety of self-assessments
- provide opportunities for feedback from a teacher

Guided use of self-accessed materials should be linked to the goals of the IPP’s (Individual Programme Plans) in each subject. Remember to avoid “one-off” disconnected “activities”. You need to keep scaffolding the learning.

You could

- put up charts with several suggested pathways for learners to follow (linking tasks either horizontally to connected tasks at the same level, or vertically, to similar tasks at increased levels of difficulty)
- provide each learner with a manila folder for self-accessed work, in which s/he keeps a learning log, or a learning profile, which shows the links to the IPP for the term

Hints for developing self-accessed materials across the modes

Listening:

- dictated writing (from a tape) – on curriculum topics – either in full or as summaries
- minimal pairs – on tape – to write down and check against an answer key (e.g. hair/ here)
- stressed words (writing down) from a spoken text (as indicators of main ideas)
- listening cloze texts
- information transfer tasks
- graphic outlines – completed from a spoken text
- picture or text sequencing (from a spoken text) – e.g. a life cycle
- summary of a news broadcast
- reading support from listening to Choices and Selections tapes/CD Roms and Journal tapes – selected for curriculum topic support
- video segment (1 or 2 minutes) with sound off and write down – what, where, who sentences and what they are saying. Listen again and check predictions.

Speaking:

- pair tasks – using Spot the Difference pictures e.g. different animals/plants in same species, different people from a literary text (Could also be a writing task)
- reading poems onto a tape
- pronunciation/vocabulary practice – word lists from topic areas and general usage words (peer tested)
- games for language learning, including commercial board and card games
- computer based speaking, using the microphone record option with programmes such as Kidpix

Reading:

- reading cards (with scaffolded tasks) (content across the curriculum!)
- intensive and extensive reading logs
- reading for content and language awareness – make language focus explicit – e.g. reading to understand pronouns/verb groups/different types of nouns/adjective order etc)

Writing and general skills:

- copying (content area texts) at early phases of learning
- punctuation tasks, with explanations of why marks are used, using content area texts, so that you maximize learning. (Students could process the material as a one sentence summary, or pose a question about it for the next user to answer)
- spelling programmes (also using the computer, which keeps a record of individual progress)
- writing cards with guided tasks using models and frames
- free writing tasks (and self-editing sheets)

Conclusion

Self-accessed learning can be provided in a number of manageable ways on a large or small scale.

Students can develop learning independence by being asked to bring in their own materials for reading task development, using vocabulary acquisition strategies in a range of classes and showing their vocab logs, trees, etc., and learning to develop their own graphic outlines with the support of structures like the 3x4 grid.

Collect and develop materials as a departmental team or syndicate, using principles shared across the school and allocate the materials to a year or learning level to avoid repetition.

You will never “cover everything” by providing self-accessed learning materials. However, you can provide models of typical tasks and materials to support learners with additional learning needs and build their confidence and understanding of the curriculum. You can also extend learners with special strengths.

Self-accessed materials can enhance learning for all learners! The next page provides a sheet for learners, explaining the ideas of learning to learn and self-monitoring. (It could be copied and distributed to students)

Student explanation

What is self-monitoring? What is Learning to Learn?

Self-monitoring your own learning means checking to see how you are managing as a learner. It is another way of saying “learning to learn”. You can self-monitor your own learning by such things as

- asking questions (to the teacher or to yourself)
- using a checklist

You should self-monitor at three different times:

- before you start a learning task (such as reading or writing something, or speaking or listening to someone)
- while you are doing a learning task
- after you have finished a learning task

You need to check if you understand

- what you are learning about
- what you are learning how to do
- which is the best way (or strategy) to learn and to remember what you are learning about and what you are learning how to do

If you want to learn, you need to ask yourself questions and use lots of ways to understand and remember what you need to learn. There are many different ways you can check on yourself.

What is self-accessed learning?

Self-accessed learning is learning by yourself. You may have help for some of the time, but usually you will be working on your own, or perhaps with a partner, but with not much help from a teacher. You are learning independently.

Self-accessed learning is linked to self-monitoring or “learning to learn”, because you have to keep checking with yourself to see if you understand what you are doing and if you are working at the right level. The right level will be “not too easy” and “not too hard”.

A lot of your self-accessed learning will be done at school. In the classroom you may be either

- using specially prepared work from the teacher or
- choosing work at your level from a classroom learning centre.

You may also be working at a homework centre at school or in the school library at lunchtime.

Some of your self-accessed learning away from school may be

- at the local library
- at home, using the internet or other resources

You might use

- a tape recorder and tapes with books or tapes without books
- books and worksheets
- videos/DVDs

If you have not had much time at school, or have trouble learning things, you need to get better at “learning to learn” and at self-accessed learning. It pays off!

Other ways to support students

Here is a checklist of basic classroom procedures and resources in addition to the information on self-access and self-monitoring.

Procedures

- Instructions should be written clearly on the board not just given orally.
- Explain the value of group and peer work and discussion and train students in how to interact.
- Give direct teaching on how to research and do assignments (give models and examples).
- Allow textbooks/readers to be taken home; bilingual/home tutors and parents need these.
- Give students time. These students need teachers who understand that they have missed schooling, that they are working hard to catch up and who believe that over time they will definitely improve. If the teacher loses hope in the student's progress the student will lose faith in him/herself.
- Set extra homework related to the day's lesson: students are keen to catch up by working each night at home. Homework must be marked and clear critical comments should be made.

Resources:

- a clear type, large print English learner dictionary for early phase learners and a student's English dictionary with contextualised explanations, and other reference texts such as a Junior Thesaurus, Dictionary of Idioms. For advice on these contact the ESOL adviser.
- bilingual dictionaries (with glossaries in subject areas if possible)
- word lists (topic related) to study prior to studying the topic
- tape decks (listening posts) with taped readers
- wall charts of key concepts or information – number tables, Periodic tables, maps of the world and New Zealand
- a large range of texts on curriculum topics at a range of reading levels, from beginner to advanced reading levels. Note: Secondary subject classrooms should have these types of texts, not just rely on the ESOL teacher to provide them!
- ESOL on-line, *Te Kete Ipurangi*

Example of a Learning Support Structure

The **4x3 grid** is a structure to support thinking. It can be used at any level, with any sort of text, in any subject with all sorts of different headings. Here is one example. Students record in note form.

3 main ideas	3 most difficult words	3 new things I have learnt	3 questions I have about this text

The **Metacognitive Monitoring** Sheet is one example of a set of strategies which can be applied to learning across the curriculum.

The **Independent Learning** Sheet is an example of how to help students learn at home.

Metacognitive Monitoring:

10 ways of remembering what you want and checking your own understanding

Invisible words (Disappearing definitions)

Write down what you want to remember, then gradually rub out a word or a phrase at a time and say the whole definition to yourself, putting in the missing phrase or word, until the whole definition is rubbed out and you can say all of it from memory.

Ask yourself – how much have I remembered?

Useful for short factual definitions of key ideas and technical terms.

I will use this for:

Mind maps

Practise making mind maps of key information or stages of a text you want to remember or produce. Make sure your mind map is organised into sections, each with a sub heading. Make this mind map several times, so you can do it in two or three minutes inside the exam room as soon as you read exactly what the question in the paper wants you to do.

Ask yourself – how much have I remembered?

Is it organised well?

Useful for topic summaries in many subjects

I will use this for:

Graphic outlines

When you are rereading your notes, or a piece of literature, or remembering a film, divide your revision page into sections and make brief summary notes under each section or stage of the text (such as stages of narrative or argument). For example:

Topic _____
Paragraph 1/Opening point/Main purpose

Reasons/Supporting details-facts-dates/Shown by

- 1.
- 2.
- 3.

Paragraph 2/Causes/main event/s

- 1.
- 2.
- 3.

Useful for understanding and remembering longer texts (e.g. in English) and whole topics in science/geography/history

I will use this for:

Finish your outline and write it out more than once!

Record/organise your outline in some sort of order – e.g. chronological (order of time) or reasons, causes, effects and ensure you have mentioned participants (people, countries, natural forces, etc)

Ask yourself – how much have I remembered and understood?

Mnemonics

Make up a word or phrase, or series of letters, so that each letter reminds you of something you want to remember, e.g. in music “Every Good Boy Deserves Fun”. EGBDF is the order for ‘reading’ the music notes on the lines in the treble clef. You may have other words/phrases, rhymes to remind you of information in other subjects e.g. SEX – Statement, Explanation, Example to help you in writing short answers or essays
Ask yourself – how much have I remembered?
Did I remember it accurately?

Useful for short reminders / important facts

I will use this for:

Key images and key words

Think about the text you have read (notes or information you want to remember – in any subject area). Practise drawing a sketch (a rough picture) of an idea in the text – e.g. in “Beginning of the Tournament” a marae or a hockey stick: in the natural disasters geography topic, draw an outline of a volcano. Inside this sketch write as many key things as you can remember that will help you answer either a question, or recall key facts about a topic in separate boxes inside this volcano. Don’t just do this once! Do it several times and time yourself, so you can get lots of information inside your image in two or three minutes.
Ask yourself – how much have I remembered?

Useful for topic summaries in many subjects

I will use this for:

Peer testing (aural/listening and checking)

When you have your information/notes, find a partner who is studying the same topic or subject as you are and take turns to ask each other questions and check the answers from notes. Make sure the answers are accurate! Do this several times, since each time you do it, you will remember the information better and understand it more.

Useful for remembering and understanding information in many subject areas.

My peer tester will be _____ person
for _____ subject
we will plan to test _____
on _____ at _____ day / time

Comment codes (for your own notes)

Use a pencil to write Comment Codes in your notes. e.g. M=main idea, D=detail, R=reason, C=cause, E=effect, KTA=knew this already, DF=don't forget. Give yourself a tick when you have really understood or remembered a main idea. Make up your own codes so that you are thinking as you read and revise, not just letting it wash over you without really concentrating! Rub the codes out when you have revised once and do them again when you go back to your notes to reread them.

Useful for checking that you really understand notes, or for making you realise that there is something you don't quite understand - helps you concentrate

I will use this for:

Time trial

Put your watch or a clock in front of you and think of a topic, or choose an old exam question. Give yourself exactly 5 minutes to write out everything you can in the given time, then go back to your notes and see what you've left out. You could practise doing this with a friend, to see who could write down the most (relevant) information.

Useful to stop you wasting time in an exam, because you get used to writing quickly and recalling information fast.

I will practise doing this for _____ subject
for _____ amount of time
on _____ which days

Remember to organise your revision time so that you study subjects in a cycle - in the order of the tests, not just one subject at a time, but some of each subject, each day

Highlights

Highlight different sections of your notes in different colours; e.g. causes of a situation in one colour, all actions, actions/events/descriptions relating to one person in one colour, or all major ideas in one colour and details relating to that idea in another colour, stable and unstable elements (science) in two different colours etc. Be thoughtful! Ask yourself – have I understood the connections between these ideas? Have I separated main ideas from supporting details?

Useful for understanding relationships between ideas, connecting one part of an answer / text / topic with another part - showing differences etc

I will use this in each subject, each day.

What other ways of remembering things have you found helpful?

- making up a rap
- putting information on a tape and listening to it
- putting information on different coloured pieces of paper

Which strategies are best for which types of information in which subjects?

How have you planned your study schedule?

Have you planned to turn off the radio or TV while you are studying?

What helps YOU?

Remember! Learning is active not passive.

The internet is a really good place to find more information on graphic outlines, and other thinking and study tools.

