**Adaptation guidelines**

**Factors to consider when choosing a topic**

* Is it relevant to a range of curriculum subjects and individual student interests?
* Are there sufficient, accessible resources of a suitable level available on the topic?
* Is there a range of diverse opinions on the topic that allows students to meet the evidence requirements of the standards, for example, contrasting different points of view, identifying problems and possible solutions?
* Is the topic wide enough and does it have sufficient, accessible resources to allow all four skills to be taught and assessed?
* Is the topic wide enough to provide for both formative assessment and summative assessment thereby easing the learning burden for students. For example, with the topic ‘Belonging’ it was possible to find enough issues relevant to specific groups e.g. teenagers in general, migrants, teen migrants, migrants in school or different contexts e.g. school, employment
* Will the topic will remain current for some time?

**Possible topics might include:**

* Factors that help migrants to succeed in a new country
* The impact of racism and / or discrimination on a sense of belonging
* Successful belonging interventions
* What are the signs of belonging?
* What are the impacts of migration on a country / community /school

**Factors to consider when adapting the Teaching and Learning Sequences**

For the unit standard you have selected complete the following:

* Locate the learning tasks.
  + The *Learning Tasks* are divided into a series of *Teaching and learning sequences* and are designed to scaffold students to meet the requirements of the standard.
  + Each *Teaching and learning sequence* focuses on a specific skill that students needs to develop and is linked to the performance criteria of the unit standards
* Teaching and learning sequences:
  + Adapt the suggested tasks and texts to your context
  + or select different tasks that will assist your students to meet the requirements of the specific performance criteria. A range of strategies can be found in the ESOL teaching strategies section of ESOL Online:

(<http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies>)

**Factors to consider when adapting the formative assessment**

**1. The task**

For listening and reading, the academic purpose and the research question are chosen by the assessor.

For writing and speaking standards, the academic purpose may be determined by the assessor or by the students.

The following principles are important in guiding students to choose an appropriate academic purpose and research question.

* + Give students an opportunity to search for available sources at the right level before they make a final decision.
  + Choose a wide topic which will enable students to choose different aspects to develop their presentation on. Provide some possible examples.
  + Give students an opportunity to search for available sources at the right level before they make a final decision.
  + Ensure the topic links to other unit standards you are using so that students begin with a sound knowledge base of the topic e.g. link reading and writing unit standards. Similarly, link listening and speaking unit standards.

**2. The assessment schedule**

* Remove the examples and include examples from the topic you have provided in the task.

The same process can be followed to create summative assessment tasks and assessment schedules.