

Module 2

Contexts and ways of working

Introduction

Whatever the context you work in, or the composition of the groups you work with, the most important thing is to have planning time with the teachers ahead of the topic. While helping with immediate student needs can be useful, it is not so effective for supporting long term academic progress. It is valuable to “**front load**” information, or prepare the students ahead of time for the topic, so that they are confident with the concepts and vocabulary.

Working in a range of contexts

Teacher aides/bilingual tutors work in many different contexts. These may include working:

- one to one with a student in an ESOL withdrawal classroom
- one to one with a student in a mainstream classroom
- with small groups in an ESOL withdrawal classroom
- with small groups in a mainstream classroom
- in after-school homework group settings
- in subject-specific support groups/classes (e.g ESOL Maths class)

Group types

Groups may be:

- talking in one language
- talking in a range of different languages
- made up of students with different levels of English language skills
- made up of students with varying levels of formal education
- made up of students from a range of backgrounds, e.g. migrant, refugee, international fee-paying

Planning with teachers

- It is essential to know what is happening in the topic well ahead of time.
- There should be a regular meeting time with key teachers to plan and review.
- This forward planning means that you can assist the students by pre-teaching the key vocabulary or discussing concepts at the students’ own level (front loading).

Working with students

- Your role is to **facilitate student learning** not simply provide answers.
- Your role is to **help students process and complete tasks**, not just ask/answer questions.
- You need to allow “wait time” for students to think, and not answer for the students.
- You may be working with students before they begin a task, while they are doing the task, or after they have completed it.

Your coordinating teacher can help you find effective examples of how to provide support before, during and after the completion of a task.

Examples are in the Notes for *Selections*, e.g. *Selections 2007, Teachers’ Notes*, (Item number 31874) which the school should have or *English Language Learning Progressions*, yrs. 1-4, 5-8 and 9-13, and *English Language Intensive Primary Resource* and *English Language Intensive Programme Years 7-13 Resource*. (ELIP)

- In pairs and small groups, the focus is to make the learning **interactive**. When learning is interactive, students absorb knowledge more easily, e.g. *Say-It*, pg. 6, *ELIP*, yrs. 7-13.
- Teacher aides/bilingual tutors should be constantly working towards making students become **independent learners**.

Contributing to Individual Programme Plans (IPPs)

An IPP is similar to an Individual Education Plan (IEP), or an Individual Learning Programme (ILP), for special needs or behavioural issues. However, the focus for an IPP is English Language Learners, particularly those from refugee backgrounds who may have had disrupted learning.

An Individual Programme Plan is needed:

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

Why is an Individual Programme Plan needed?

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

(See Section 3: Planning and delivering a teaching programme, *Refugee Handbook for Schools*, 2006 p.7)

- It is important for teacher aides/bilingual tutors to develop these plans with beginning learners, especially those at Foundation and Stage 1 of the *ELLP*, as these students need to have definite goals and close monitoring of their progress.
- Plans are individual but can be set as group plans for students at the same level. (See the *Refugee Handbook for Schools* – Section 3, p. 6, for further information around the template below.)

Individual Programme Plan

<p>Stage of Learner on ELLP: Oral Language _____, Reading _____, Writing _____</p> <p>At the end of Term _____ aims to</p> <ul style="list-style-type: none"> • • • • <p>End of Term Comment:</p>

Being organised

Your role as a teacher aide/bilingual tutor is more effective when you are well organised.

Schools appreciate it when you:

- are punctual – you should arrive in time to get to the class just before it starts
- tell the school in good time if you can't get to work that day
- understand the school rules and help the students to follow these rules
- understand that you are part of the school staff and act appropriately.

Module 2 Task 1 Before, During and After Chart

Purpose: These charts help students to track what they have learned over time, and what they still need to learn better.

Working with young learners

Teacher aides/bilingual tutors can help young learners by recording their ideas on charts before, during and after a topic of study. Then read them back and discuss them at each point with the learners.

Individual task

Use the Before, During and After Chart Resource 2A to record ways of working before you use the handbook, then later to see what has changed about your ways of working at your school. These can be discussed with a coordinating teacher.

Workshop task

Use the Before, During and After Chart Resource 2A to record ways of working before you use the handbook, then later to see what has changed about ways of working at your school. These can be compared with a partner, using the Venn Diagram. These can then be discussed with a coordinating teacher.

Module 2 Task 2 Venn Diagrams/blank templates

Purpose: Venn Diagrams help to make clear what is different and similar about ideas or situations. These diagrams help students to develop higher order thinking skills. Venn diagrams are a good tool for teaching the language of comparison and contrast. They can be done in first language as well as English.

Venn diagrams can be used:

- before, during or after a learning activity or topic
- organising and sorting information
- to help students think about and use text types and patterns, particularly comparisons

Venn diagrams can be used by students to compare (for example):

- what they did in the weekend
- birthday celebrations in their different countries
- special festivals
- games children play in their different countries of origin, or in their country of origin and New Zealand
- acids and bases
- metals and non-metals
- helpful strategies they use for learning English.

Working with young learners

Teacher aides/bilingual tutors can record ideas for young learners on the Venn diagrams and then read them back with them, or young learners can draw pictures of their ideas.

Individual task

Use a Venn diagram with a learner or group you work with, based on a curriculum topic.

Workshop task

Work with a partner.

Talk about your roles as a teacher aide/bilingual tutor in your schools.

Discuss what you do that is the same and what you do that is different.

Write the things that you both do in the centre section of the Venn diagram.

Write the things that only you do in your section of the Venn diagram.

Talk about why you think you have different roles in your different schools.

Good practice

Being an effective teacher aide/bilingual tutor means thinking carefully about what sort of group you're working with, creating some planning time with the teacher/s, using this handbook to make thoughtful choices about how you support students to both understand and complete their classwork (especially through the first language), and become independent learners.

Resources

- *English Language Learning Progressions (ELLP)*
- *Selections, e.g. Coping with Crises, 2005*
- *English Language Intensive Programme (ELIP)*
- *Supporting English Language Learners in Primary Schools (SELLIPS)*
- *The Refugee Handbook for Schools, Section 3 (in the ESOL Information for Schools Folder)*

Next steps

1. Discuss the purposes and effects of different types of groups with a colleague. Describe what types of groups you are working with.
2. Work with a teacher to develop an IPP for one student or for a small group of students at a similar level. (See Section 3 of the *Refugee Handbook for Schools* for guidance).
3. Choose some of the links from the Ministry of Education's website *Te Kete Ipurangi*, which has sections on each curriculum area, to understand more about curriculum in different learning areas. <http://www.tki.org.nz/e/tki/>

Module 3 is about how people learn an additional language.

Preparation: Find the *English Language Learning Progressions* folder in your school and read the *Introduction* booklet. Discuss with the coordinating teacher 3-5 key things you learned and explain how these will affect your work with students and teachers.

Module 2 Task 1 Before, During and After Chart – Ways of Working Resource 2A

Fill this in at least twice per year (tick at end of Term 1 and end of Term 3) to see if you have changed your ways of working. If there are important things which are not happening, you need to discuss these with the coordinating teacher, to try and make them happen. You may tick in more than one box.

Approaches to teaching and learning	This does not happen at present.	I know about this but it doesn't happen often.	I know about this and try to ensure that it happens frequently.	I would like this to happen more.
Getting advance warning of the topic/ aims of the lesson and key vocabulary	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing the aims and topic of the lesson	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Having a regular meeting time with the teacher(s)	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing how the class teacher wants you to work with the students	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing or finding out about the students; seeing a student profile (e.g from Knowing the Learner, <i>Refugee Handbook for Schools</i>)	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Providing models of tasks and texts (both oral and written)	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Being clear about the purposes of using L1: – clarification and repetition. – helpful for new concepts or material. – finding out new students' level of understanding	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Being clear about the purpose of every task; knowing how each learning task is linked to mainstream class work and the curriculum	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3



