Education Review Office
Te Tari Arotake Mātauranga

Responding to language diversity in Auckland

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Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter

Responding to Language Diversity

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Executive Summary

Diverse New Zealand

Increasingly diverse communities are evident throughout New Zealand. Auckland is New Zealand's most culturally diverse city, with over 100 ethnicities and more than 150 languages spoken on a daily basis. Thirty-nine percent of Auckland residents were born outside of New Zealand and 51 percent of Auckland's population are multi-lingual. The learner population in Auckland and New Zealand is rapidly becoming heterogeneous, as is evident through the diversity of learners' ethnicity, language, heritage, and immigration status.

Linguistic diversity is a facet of a larger cultural diversity. **'Culturally and linguistically diverse learners'** (CLD learners) refers to learners whose home language is a language other than English, who are second language learners, have limited English proficiency, are bilingual, language minority learners, and mainstream dialect speakers. As such, CLD learners include English language learners, a term used specifically in the context of English Speakers of Other Languages (ESOL) provision.

This evaluation focused on CLD learners who speak one or more languages other than English, and are learning the English language. The terms family and whānau are used interchangeably to mean family or extended family.

Positive interactions with cultural and linguistically diverse learners and their families can help teachers and other learners to acquire knowledge, skills and attitudes that equip them to live in a world of diverse languages and cultures.

Evaluation focus

ERO's overarching key question was *'How are the early learning and school sectors in Auckland responding to culturally and linguistically diverse learners?'*

In particular, ERO sought to find out:

- who are our culturally and linguistically diverse learners in Auckland and why does diversity matter?
- how well are Auckland early learning services and schools responding to the increase in culturally and linguistically diverse learners?
- what are the effective practices of Auckland services and schools' responses to the challenges and opportunities for these learners?

Evaluation information strands

ERO undertook this evaluation in the Auckland region, in three phases:

- qualitative research with a diverse array of Auckland stakeholders about what was important for Auckland early learning services and schools in responding to cultural and language diversity; and perceived challenges and support or advice given to services, schools and families of CLD learners (Part 1)
- external evaluation of 74 early learning services and 38 schools in Auckland and their responses to the increasing cultural and language diversity in their community (Part 2)
- interviews and focus groups with a sample of early learning services and schools that exemplified aspects of effective practice. The sample was based on suggestions from stakeholders and schools identified from the evaluation (Part 3).

Although Auckland is the locus of this evaluation, the findings hold relevance for education providers throughout New Zealand who are welcoming and supporting increasing numbers of new migrants, refugees and their children.

Key findings

ERO found that there is an overall need for early learning services (services) and schools to improve their response to culturally and linguistically diverse learners, and to support their acquisition of the English language. Most services and schools knew who these learners were and had, to some extent, taken steps to respond to their language and culture. However, only 37 percent of services and 58 percent of schools intentionally promoted learning by using a home language or cultural lens to support the learners' acquisition of English, and to promote engagement with the learner, their parents and communities.

The key features of responsiveness to culturally and language diverse (CLD) learners identified from our evaluation framework are as follows:

Inclusive
- support CLD learners, their parents and whānau as partners in learning
- support and encourage intergenerational learning
- develop authentic relationships that promote inclusion
- create ways for CLD families to authentically participate in the life of the service/school
- develop a rich curriculum that celebrates the backgrounds and interests of all families
- collaborate and learn from other agencies.

Coherence
- strategic appointment of appropriate bilingual and/or qualified teaching staff
- develop coherent pathways for learners from early education through to employment
- drive system changes and develop skill sets for all sectors of the community to experience success.

Know the learner
- understand the differences and similarities between migrant, refugee, and New Zealand-born CLD learners, and their families
- appreciate and celebrate cultural and linguistic diverse backgrounds
- show empathy and understanding for previous life experiences
- listen actively and learn from the learners' parents and siblings, and others from the same culture

Plan for individual learning priorities
- understand what works and tailor the curriculum for CLD learners
- model high expectations for these learners and support them to succeed
- consider that these learners' knowledge and thinking may be significantly more advanced than their ability to express themselves in English
- take care not to attribute learning difficulties simply to these learners' level of English knowledge or behavioural issues. The potential of a referral to a hearing or speech therapist or other learning support services could be missed.

Demonstrate best practice
- learn effective language learning strategies from other teachers, the learners themselves, their parents and whānau
- learn to speak or at least understand a second language
- support teachers to undertake professional learning and development (PLD) and obtain relevant qualifications, for example, The Graduate Diploma in Teaching English in Schools to Speakers of Other Languages (TESSOL).

These features offer considerable opportunities and challenges to ensure all CLD learners in Auckland and New Zealand are effectively supported to reach their potential, enjoy success and recognise themselves as capable and confident learners.

Recommendations

All services and schools have a critical role to play, as often they provide the first regular daily contact with New Zealand society for new citizens. Effectively catering to the learning priorities of a diverse learner community directly relates to ERO's commitment to equity and excellence and, applying the principles and values embodied in *Te Whāriki* and *The New Zealand Curriculum* in practice.

Further, if we are to raise all our New Zealand children as global citizens, first-hand experience and understanding of the cultures of their peers is an important first learning step for everyone.

ERO recommends that services and schools:
- develop an engagement strategy for getting to know CLD learners, their parents and whānau
- prioritise the identification of these learners' strengths, interests and learning priorities
- plan and implement teaching strategies appropriate for supporting cultural diversity and English language learning
- increase opportunities for all teachers to obtain the TESSOL qualification.

ERO recommends that The Ministry of Education:
- support the development and sharing of language resources, particularly for early learning services, to encourage children and their whānau to use and maintain their home languages
- review the current provision of professional and learning development, resource materials and tools, given the rapid increase and demand for the teaching of CLD learners
- ensure that ESOL funding to support CLD learners' acquisition of English is tailored to ongoing learning priorities. Evidence gathered from this evaluation aligns with research that shows, depending on their age, CLD learners' can take between 5-10 years to learn the English language before they are considered competent (Haynes, 2007; Cummins, 2000).

ERO recommends that the education sector:
- aim to build a diverse knowledge base for every teacher, with desired competencies in second language acquisition theory and development, understanding the relationship between language and culture, and an increased ability to affirm the culture of the learners
- promote the integration of the seven ESOL principles into teaching practices to support CLD learners to make both academic and language progress in all curriculum learning areas.

Addressing cultural and linguistic diversity

Diversity is a defining feature of our world in this time of increasing globalisation and migration, and it is reflected in our communities. The learning environment is no exception. New Zealand ranks third among OECD countries for the highest proportion of overseas born residents (OECD, 2017) and Auckland city now has one of the highest proportions of immigrants of any city in the OECD.

Part 1 of this report defines diversity, its benefits and challenges, describes who are our diverse learners, what diversity in schools in Auckland looks like, and the policy settings and expectations set for addressing diversity. This section concludes with the key evaluation questions and methodology used here to evaluate principles and practice addressing diversity in New Zealand services and schools.

Defining diversity

Diversity is a fundamental aspect of our society and therefore of our communities, workplaces, schools, and early learning services. Culture is one significant contributor to diversity. In itself culture is a comprehensive concept and encompasses many components such as values and behavioural styles, language and dialects, non-verbal communications, and perspectives, worldviews and frames of reference (Banks, 2006). Culture is also dynamic in that individuals, practices and environments are constantly changing and so it is difficult to have a single definition of culture.

A *culturally and linguistically diverse (CLD)* learner is typically used to identify a learner who differs from the mainstream culture in terms of ethnicity, social class, and or language (Perez, 1988). In this sense, linguistic diversity is a subset of cultural diversity (Parla, 1994). "CLD learners" refers to learners whose home language is a language other than English, who are second language learners, limited English proficiency, bilingual, language minority learners, and mainstream dialect speakers. In the context of migration, the CLD population could include migrants and refugees, those with migrant backgrounds, temporary and permanent migrants and first- and second-generation migrants. Immigrant status can reflect duration of settlement, distance to integration etc. and could also serve as a proxy for factors such as birthplace, ethnicity, race and language.

Benefits and challenges of diversity

Research (CaDDANZ, 2014) finds there are economic and social benefits to diversity, from economic innovation associated with immigrant entrepreneurialism to exposure of local people to new values, practices, institutions, foods, languages and world views. Diversity is seen as comparative advantage and opportunity.[1] To reap this diversity dividend, we must prepare teachers, early learning services, schools and learners to adapt, respond and mutually benefit. Gearing up a system-wide response is no mean task. To make sure social mobility and inclusion are achieved for all, an education system must be successful in teaching every child to communicate and interact with people from different backgrounds and with different abilities (Kendall, 2010).

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[1] http://www.treasury.govt.nz/publications/media-speeches/speeches/diversityadvantage

This means teachers must excel in engaging and making sure learning happens for all learners, irrespective of background, and early learning services and schools need to have the right guidance and support systems for learners and teachers alike.

Is diversity in the classroom a challenge or an opportunity? When considering CLD learners it is important to remember that difference does not mean deficient. People everywhere learn differently, process information in different ways, and look to different external cues for understanding the world. The priorities of diverse learners are broader than just learning English, which is the main medium of instruction. Research (Geay et al., 2013) has shown that an increased presence of learners who do not speak English as their home language is not detrimental to the educational attainment of native English speakers. On the contrary, a diverse mix of learners can potentially enrich each other's world through their unique cultures and sense making.

Learners need the ability to work with a diversity of people — because the changing global environment requires us to engage with people from many different backgrounds and world views — and to work with a diversity of ideas to solve increasingly complex, real-world challenges. In schools, the task of managing heterogeneous classrooms is a key teaching challenge (Bryk, 2015). It is essential for teachers and schools to create positive learning environments and instructional strategies that support learning outcomes which are aligned to standards and core curriculum.

Supporting future-oriented learning & teaching—a New Zealand perspective (Bolstad et al., 2012) explores the ideas of diversity, equity, and inclusion in schools. It argues for the need to recognise, actively foster and teach diversity as a strength of any education system. This was exemplified in a particular school with only five percent of learners from Chinese families. Chinese cultural classes challenged and stimulated curiosity and inquiry learning, and opened doors to the wider world.[2] International evidence shows learning a second language can also contribute to the development of a learner's literacy skills in their home language.

ERO reports about *Raising Student Achievement through Targeted Actions* (2015) and the *Early Learning Curriculum* (2016) draw attention to the associations between teacher commitment to equity, diversity, and inclusion and positive shifts in learning outcomes. One of the four aspects that ERO (2015) identifies as distinguishing successful schools from less/unsuccessful schools in shifting achievement, is the explicit commitment to equity and excellence.

Super diverse Auckland

Diversity is no more apparent than in Auckland, our super diverse metropolis and gateway city, which many new migrants call home. Auckland recorded the highest net gain of permanent and long-term (PLT)[3] migrants from 1997 to 2017 (see Figure 1) when compared with all the other regions in New Zealand, and was one of only four to record a net gain over this period. Auckland's largest net gain of migrants was a record high in 2017 (36,800).

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[2] https://gazette.education.govt.nz/articles/early-start-on-mandarin-opens-doors-to-wider-world/
[3] A PLT measure based on the passenger card and retrospective travel history determines a) NZ resident status as 'living' or 'not living' in New Zealand for 12 months or more and b) migrant status as intention to stay in, or be absent from, New Zealand for 12 months or more.

The increased annual net gain of migrants in Auckland was driven by more arrivals (up 6,335 people) and slightly more departures (up 1,726 people).

Figure 1: Auckland migration has grown steadily and now contributes to half of overall NZ migration
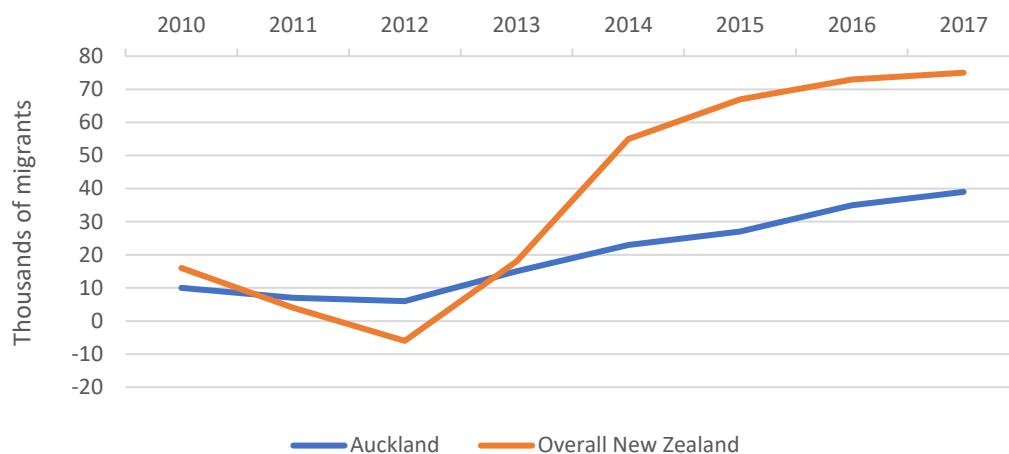
Source: MBIE Note: Year ending August 2017.

In 2017 the largest numbers of PLT migrants intended to settle in the Auckland region (59,100 or 52 percent of total arrivals) and the most popular destination for senior high and tertiary learners migrants was also the Auckland region (11,500 or 57 percent of total learner migrants). Auckland has a higher proportion of overseas-born residents than other regions, especially migrants from Asia and the Pacific.[4]

Since 2000 New Zealand has had one of the highest rates of immigration per head of population in the OECD. In the 2013 Census, 39 percent of the Auckland population was born overseas (up from 37 percent in the 2006 Census). This is much higher than the 18 percent recorded for the other regions in the 2013 Census. Of the overseas-born population in Auckland, 39 percent were born in Asia, compared with 23 percent in the other regions. Auckland also had more of its overseas-born people from the Pacific (21 percent) than the other regions (nine percent). Changes in migration source countries since the 1990s has added new layers to the earlier and ongoing migration from the Pacific.[5]

As well as a higher proportion of overseas born residents, the Auckland region also has a higher share of ethnic diversity. According to Census 2013, Asian, Pacific peoples and MELAA (Middle Eastern, Latin American or African) account for 38 percent of Auckland's population (See Figure 2), double the size of their share in the national population (19 percent). It is important to note that there is huge variability within each of these categories.

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[4]www.stats.govt.nz/browse_for_stats/population/Migration/international-travel-and-migration-articles/international-migration-to-from-auckland.aspx
[5] https://publicaddress.net/speaker/what-diversity-dividend/

Figure 2: There is greater ethnic diversity in Auckland than the rest of New Zealand

Auckland

New Zealand

- ■ MELAA
- ■ NZ
- ■ Maori
- ■ Pacific
- ■ Asian
- ■ European

- ■ MELAA
- ■ NZ
- ■ Maori
- ■ Pacific
- ■ Asian
- ■ European
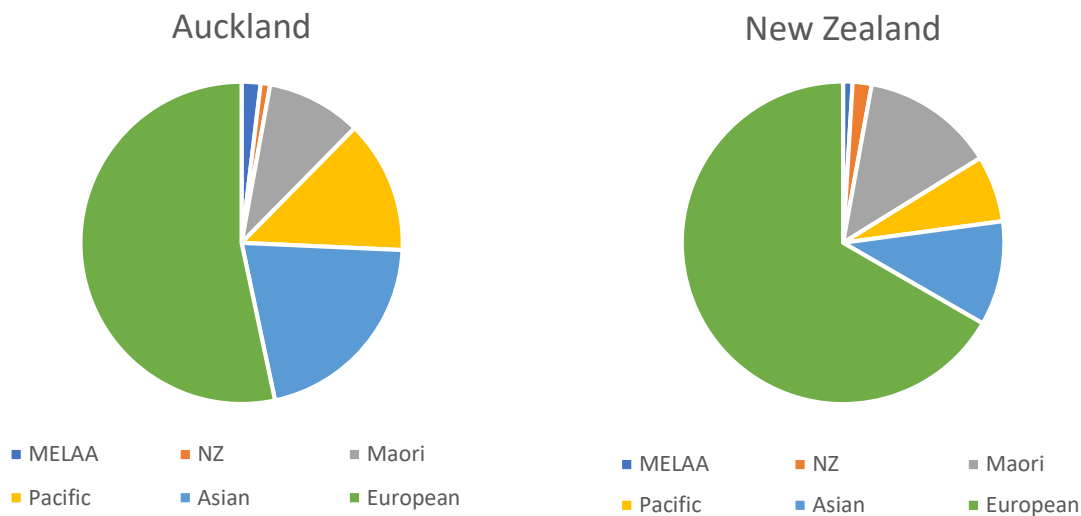
Statistics NZ

Fast-changing ethnic composition mean that in another two decades, Auckland is projected to be much more diverse with non-Europeans accounting for over half the population (see Figure3).

Figure 3: Projections show that by 2038 Auckland's Asian population will be increasingly significant
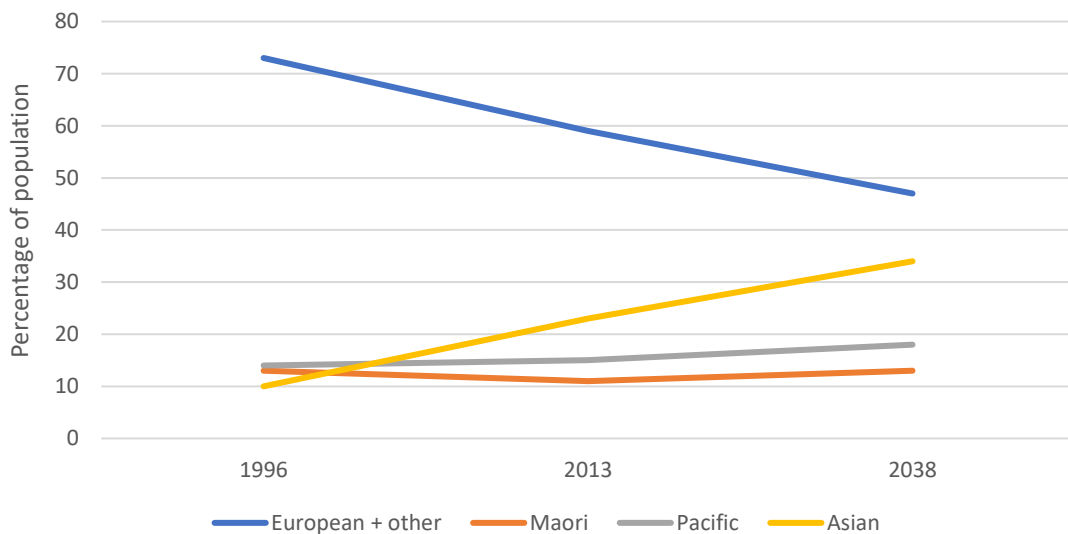
Source: Statistics NZ, Projected ethnic populations of regional council areas, Medium projection. Base year 2013

Linguistic diversity

Over the three most recent censuses, the number and proportion of multilingual speakers in New Zealand has increased from 15.8 percent in 2001 to 18.6 percent in 2013. In Auckland just over 50 percent of the population are multilingual speakers. In 2013, the picture of linguistic diversity highlights that English is one of the main languages for the majority of people both nationally and in Auckland (Figure 4). However, with the increasing diversity of New Zealand's population and spoken languages, the education system's ability to respond to CLD learners is critical for the future.

Figure 4: Five most common languages spoken in New Zealand

In 1996, the five most common languages spoken in New Zealand were:

Maori **153,669**
Samoan **70,878**
French **45,216**
Cantonese **33,579**
English **3,290,451**

What we speak
In 2013, the five most common languages spoken in New Zealand were:

Maori **148,395**
Samoan **86,403**
Hindi **66,309**
Northern Chinese **52,263**
English **3,819,972**
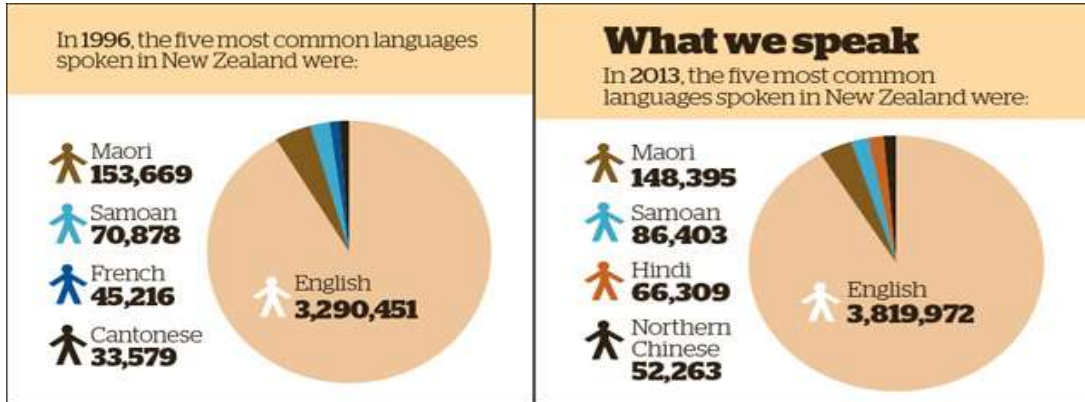
Source: Statistics New Zealand, Census of Population and Dwellings, 2006 and 2013.

We know from other recent research (Ho et al., 2017) that maintaining cultural knowledge and language skills is a challenge for the growing number of under-five year old Asian children in New Zealand. While families of Asian ethnicity in New Zealand place great importance on their heritage, culture and language, researchers say parents noticed that as soon as their children started school, English became the main language at home and their home language was less used.

We have an idea of the percentage of 15 year olds by immigrant status. The Programme for International Student Assessment (PISA) 2015 data shows that New Zealand is at the upper end of OECD countries who have a high share of immigrant learners – both first and second generation (see Figure 5). This is not surprising given the high percentage of overseas born and the history of migration settlement as described earlier.

Figure 5: New Zealand (in bold) has higher percentage of 15 year old first-generation immigrants than other OECD countries
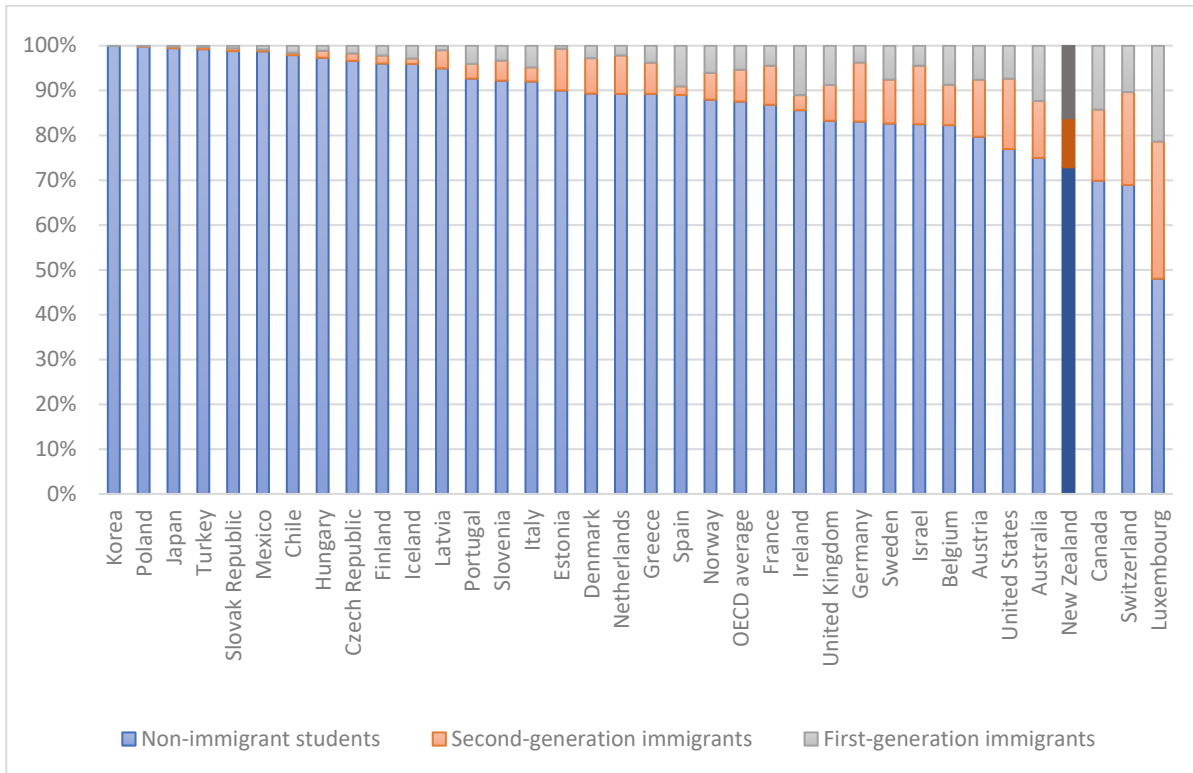
Source: PISA 2015 results Volume 1, table 1.7.1

Differences in achievement across ethnic groups

Are there broad patterns of difference in achievement across ethnic groups? Analysing by ethnicity, school leaver numbers by levels of achievement present a mixed picture. Asian, Pākehā and Middle Eastern/Latin American/African (MELAA groups) have relatively higher proportion of learners qualifying for University Entrance (Table 1) than Māori and Pacific learners. The share of Māori and Pacific learners achieving at NCEA Level 2 and below is higher than their share of NCEA Level 3 and above.

Table 1: There are considerable differences in the academic achievements of school leavers of different ethnicity
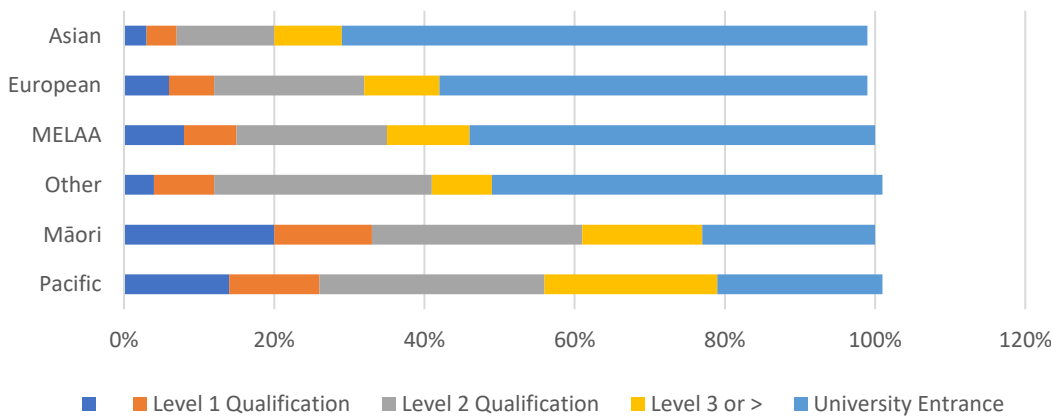
Source: Education Counts

PISA data enables comparison of immigrant learners (first and second generation) to their non-immigrant peers, and measures the performance gap between the two groups. A snapshot from the 2015 PISA results for mathematics shows that first and second generation immigrant learners in New Zealand perform well above the OECD average for immigrant learners (see Figure 6). Whereas immigrant learners perform worse than non-immigrant learners on average across the OECD, there are no statistically significant differences between these groups in New Zealand. A similar trend is observed in other new settlement countries such as Australia and Canada. However, it must be noted the average scores shown here can mask groups of immigrant learners who would perform below or above the average.

Figure 6: New Zealand first and second-generation immigrants achieve above locals and well above the OECD average in Mathematics
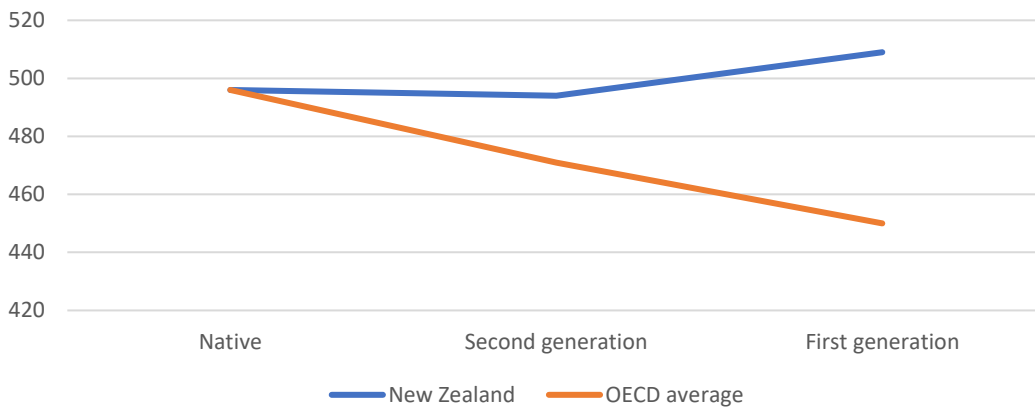
Source: This report was generated using the 2015 data from the PISA International Data Explorer.

Teacher and learner diversity

While there is considerable diversity among learners, the same is not true for the teaching workforce. Pākehā teachers are strongly represented, accounting for 71 percent in 2017, slightly decreasing from 75 percent in 2004. The 2017 statistics for Auckland show the percentage of teachers belonging to Asian, Pacific and other cultural groups were higher than national percentages (Figure 7).

Figure 7: Auckland has proportionally more Asian and Pacific teachers than the rest of New Zealand
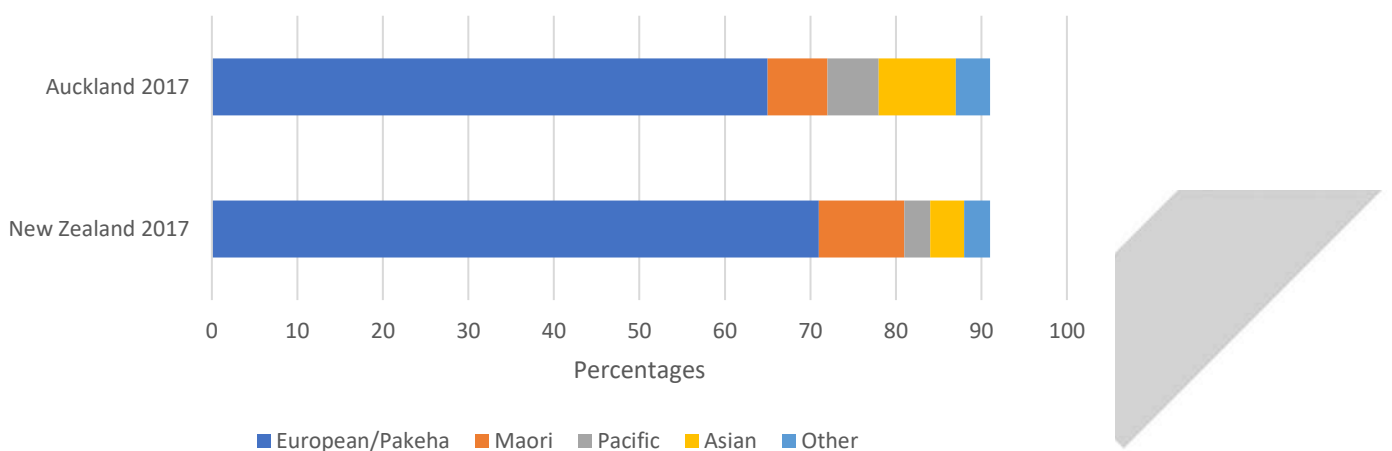
Source: Teacher Headcount by Designation (grouped), Gender and Ethnicity in State and State Integrated Schools, Education Counts

During the period 2013-2017, the number of ESOL-funded learners in Auckland has increased relative to the rest of New Zealand (Table 2).

Table 2: Number of ESOL-funded learners
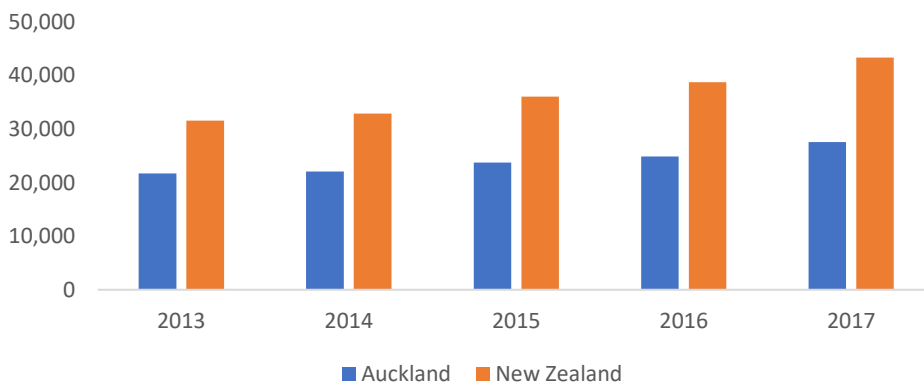
Source: Ministry of Education, ESOL data 2013-2017[6]

For the same period, there was 360 ESOL-funded learners for every TESSOL scholarship awarded in Auckland (Figure 8), compared to 257 for the rest of New Zealand. The growing number and diversity of ESOL-funded learners in Auckland compared to the number of TESSOL scholarships may have an impact on the teaching workforce's capability to provide equitable access and support for these learners.
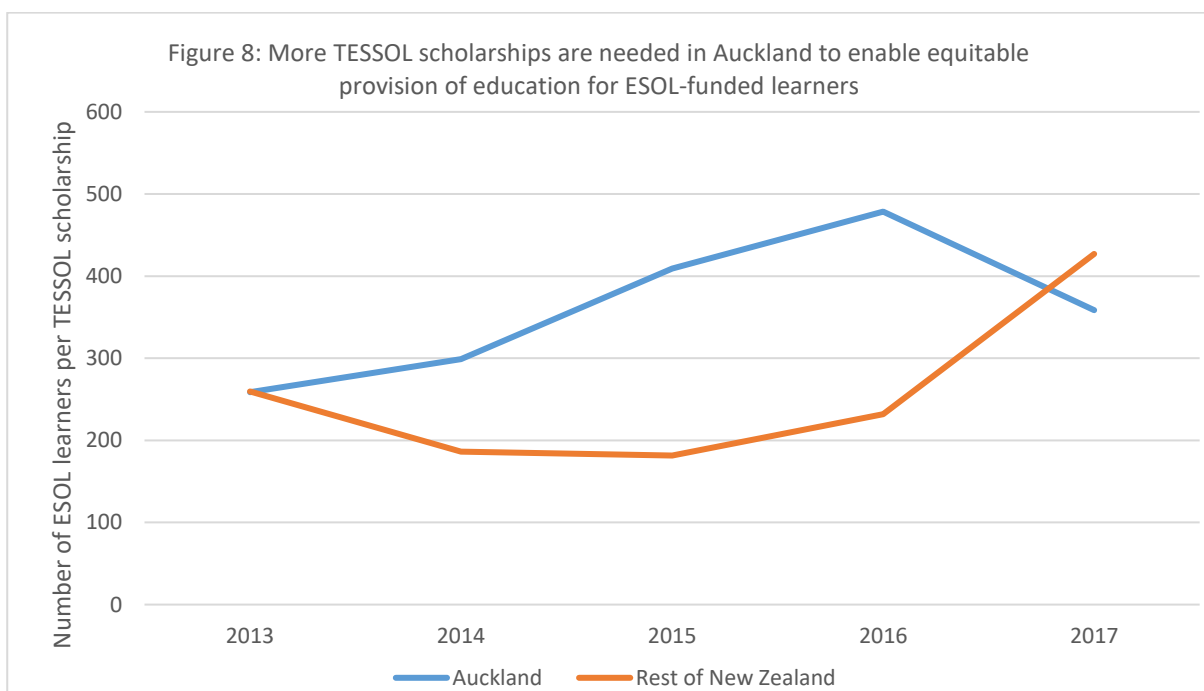
Source: Ministry of Education, ESOL data 2013-2017

In summary, Auckland and New Zealand have increasing numbers of CLD learners with varying capacity within the teaching workforce of those qualified or equipped to support the learning priorities of these learners.

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[6] This data is collated from information available publicly in Terms 3 and 4 of each year.

Supporting CLD learners: policy and practice

Strategies, policies and practices to address the learning priorities of CLD learners vary across jurisdictions. With regard to language support specifically for migrant learners (Christensen & Sanat, 2007), the most common approach in primary and secondary school is immersion with systematic language support.[7] Bilingual support, either for transition or maintenance, is limited. A mapping of language policies in the European Union (Sirius, 2014) showed that in a rare case as in Croatia, mother tongue instruction was a constitutionally protected right.

An OECD study found that several types of school-level policies arguably could improve the educational attainment of migrant learners, such as including migrants' mother tongue in the curriculum. However, in all countries the emphasis was on the successful acquisition of the host country language while some pursued a bilingual approach by integrating the mother tongue of migrant pupils into the education programme.

The above however does not throw light on what approaches could be used effectively for meeting the learning priorities of linguistically diverse learners who are proficient in English, but have a home environment or community experience that reflects a different cultural worldview. This evaluation focused on support for CLD learners to become proficient in English as the main academic language but to learn through a lens that reflects their home languages and cultural world.

Policy settings for CLD learners

In the Best Evidence Synthesis about Quality Teaching for Diverse Students in Schooling, Alton-Lee concludes that the central professional challenge for teachers is to manage simultaneously the learning priorities of diverse learners. It draws attention to diversity and difference as a key part of quality teaching, honouring Articles 2 and 3 of the Treaty of Waitangi. The idea of Māori achieving success as Māori is consistent with such an approach.

Te Whāriki, New Zealand's early learning curriculum is based on a sociocultural theory that places the learning experiences of children in a broader social and cultural context. It "builds on family and community values and supporting children's transition from home to schooled knowledge."(Brooker and Woodhead, 2010, p.35). Te Whāriki is also the first bicultural curriculum developed in New Zealand that contains curriculum specifically for Māori immersion early learningservices and establishes the bicultural nature of curriculum for all services.

The main strands of Te Whāriki that acknowledge cultural and linguistic diversity are:

Strand 2: Belonging – Mana Whenua
• children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended. The social context - within which children are cared for and learning takes place - is one of the foundations of the curriculum.

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[7] "immersed" in the language of instruction within mainstream classrooms; structured support is where learners are taught in the mainstream classroom, but they receive specified periods of instruction aimed at increasing proficiency in the language of instruction over a period of time.

Strand 3: Contribution – Mana Tangata
• provides opportunities for each child to make a valued contribution to their learning. Children experience an environment where there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background; they are affirmed as individuals; and they are encouraged to learn with and alongside others.

Strand 4: Communications – Mana Reo
• acknowledges linguistic diversity where the languages and symbols of the children's own and other cultures are promoted and protected. The children experience an environment where they develop non-verbal and verbal communication skills for a range of purposes.

The New Zealand Curriculum is designed for native speakers of English, and so its progressions follow a pattern based on learners' normal cognitive, social, and physical development when learning in their home language. The main features of the curriculum that relate to language diversity are:

Principles
• **High expectations** - the curriculum supports and empowers all learners to learn and achieve personal excellence, regardless of their individual circumstances
• **Treaty of Waitangi** - the curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand; all learners have the opportunity to acquire knowledge of te reo Māori me ōna tikanga
• **Community engagement** - the curriculum has meaning for learners, connects with their wider lives, and engages the support of their families, whānau, and communities
• **Cultural diversity** - the curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people
• **Coherence** - the curriculum offers all learners a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning
• **Inclusion** - the curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that learners' identities, languages, abilities, and talents are recognised and affirmed and that their learning priorities are addressed
• **Future focused** - the curriculum encourages learners to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Values
Learners will be encouraged to value:
• excellence, by aiming high and by persevering in the face of difficulties
• innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively
• diversity, as found in our different cultures, languages, and heritages
• equity, through fairness and social justice
• community and participation for the common good
• ecological sustainability, which includes care for the environment
• integrity, which involves being honest, responsible, accountable and acting ethically
• to respect themselves, others, and human rights.

The English Language Learning Progressions (ELLPs) explain how ESOL specialists and mainstream teachers can help to maximise learning and participation for English language learners. Incorporating the seven ESOL principles into planning will help learners to make both academic and language progress in all curriculum areas.

In addition, there are specifically funded programmes to support English language learning for new migrants and refugees. ESOL funding is targeted at learners with the highest demand for English language learning. The need for ESOL funding is assessed using the ELLPs. English language learners from a refugee background qualify for ESOL funding in the same way as other English language learners. Refugees receive more intensive funding support for the first two years at school, followed by three years of standard funding. If a learner has been in the New Zealand school system for at least two terms, and the school has already provided extra support through ESOL funding and they are still concerned about the learner, the school may be able to apply for a bilingual assessment.

A bilingual assessment will assess a learner's functioning and achievement in their home language, and collect information about social and emotional health, and other factors that might be affecting their performance at school. The Bilingual Assessment Service (BAS) is delivered by the Resource Teachers: Learning and Behaviour (RTLBs). Over 75 RTLBs around the country are trained to do these assessments. They work with a bilingual support person, and recommend ways to help support the learner. A bilingual assessment can distinguish between language learning priorities, additional special learning priorities and social/emotional priorities, through dual assessment in the learner's home languages and English.

Creating the right environment for cultural and linguistic diversity

New Zealand researchers (Alton-Lee (2003) and Franken and McComish (2005)) reinforce the ESOL principles in their findings. It is very important to create learning environments which promote positive interactions between CLD learners, their teachers and other learners. Students learning English need opportunities to extend their language learning and apply language skills already in their repertoire. What this means is that ESOL programme, goals and instructions should be aligned and integrated with other curriculum teaching and school activities, as should home language maintenance and development. Appendix 1 outlines the characteristics of quality teaching for culturally and linguistically diverse learners.

Zeichner (1992) identified 12 key elements for effectively teaching ethnic-and language-minority learners: It is very important for teachers to believe that all CLD learners can succeed in learning English, and to communicate this to the learners. Equally important is the personal commitment by teachers to work towards success for all learners, including those who are struggling to succeed. To better serve an increasingly diverse population, leaders and teachers need to have general sociocultural knowledge, know about second-language acquisition, and the ways in which socioeconomic issues shape educational achievement, as well as specific knowledge about the languages, cultures, and circumstances of particular learners.

Sense making and knowledge construction is key for CLD learners. Teachers should create opportunities for students to try, use, and manipulate language, symbols, and information to make sense and create meaning for themselves. Teachers' use of particular strategies, and the reorganisation of lesson formats, standards for behaviour, curriculum materials, and assessment practices can make the learning environment more inclusive and responsive to these children. Appendix 2 provides a detailed summary of the teaching principles for CLD learners drawn from the curricula, the seven ESOL principles, and research-based approaches for teaching English language learners.

The conceptual framework (Figure 9) for this evaluation was developed based on these sources. It outlines principles for curriculum decision making and are a guide for every aspect of pedagogy and practice, with additional development for English language learners.

Figure 9: Evaluation framework

Evaluation focus

ERO's overarching evaluation question was *'How are the early learning services and school sectors responding to culturally and linguistically diverse learners in Auckland?'*
In particular, ERO sought to find out:

- who are our culturally and linguistically diverse learners in Auckland and why does diversity matter?
- how well are Auckland early learning services and schools responding to the increase in culturally and linguistically diverse learners?
- what are the effective practices of Auckland services and schools' responses to the challenges and opportunities for these learners?

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During 2016 ERO undertook this evaluation in the Auckland region, in three phases:

- qualitative research with a diverse array of Auckland stakeholders about what was important for Auckland early learning services and schools in responding to cultural and language diversity; and perceived challenges and support or advice given to services, schools and families of CLD learners (Part 1)
- external evaluation of 74 early learning services and 38 schools in Auckland and their responses to increasing cultural and language diversity in their learning community (Part 2)
- interviews and focus groups with a sample of early learning services and schools that exemplified aspects of effective practice. The sample was based on suggestions from stakeholders and schools identified from the evaluation (Part 3).

Stakeholders: effective practice in services and schools

This section captures stakeholders' views about optimum conditions in services and schools for CLD learners to experience success. It further analyses and presents effective strategies and practices ERO found across Auckland early learning services and schools, and what stakeholders deemed as working well.

Conditions for Success

ERO spoke with Auckland-based stakeholders who work directly with, and support, immigrant families as they arrive and settle in New Zealand. We asked stakeholders what Auckland early learning services and schools should know when working with these children and their families, the challenges, and the support or advice they would give to services, schools, and other agencies.

ERO also met with the Ministry of Education, Ministry of Social Development, COMET Auckland, University of Auckland, Auckland Regional Migrant Services and Mangere Refugee Centre. These stakeholders reiterated that diversity should be embraced and enhanced for the benefit of everyone; for learners, parents, whānau and the community at large.

"We need to shift our mind set – diversity is an opportunity."- Stakeholder

Stakeholders reported that those services and schools who made the effort to get to know their CLD learners well responded appropriately and genuinely to them, and to their families and communities. These education providers recognised that embracing cultural and linguistic diversity promoted intercultural respect and understanding.

Stakeholders indicated several conditions for CLD learners to experience success:

- visionary leaders who considered the changing demographics, embraced diversity and were willing to work in a different way
- strategically appointed teaching staff who were genuinely interested in accelerating children's progress
- qualified or bilingual teachers who collaboratively planned, executed, monitored, and set goals or expectations for learners to experience success
- strong engagement with parents, whānau and families, which encouraged the use of their home language, and two-way sharing of information that helped parents to support learning at home
- authentic and inclusive learning environments that valued the learners' home languages, welcomed their input in teaching and learning programmes, and made appropriate learning resources available
- coherent educational pathways for languages from early learning to tertiary education, building relationships with key communities and networks, and matching language skills with employment requirements.

In addition, stakeholders said the learners and their parents experienced success when:

- improved achievement at school led to better career and employment prospects
- ethnic communities were supported to be strong and resilient, which enriched New Zealand communities
- their languages, skills, perspectives and ideas were valued and led to the growth of new businesses
- communities increased their understanding of the economic and social benefits of diversity.

How is Auckland responding to increasing diversity?

Taking advantage of ERO's regular cycle of reviews, the evaluation investigated how a group of early learning services (74) and schools (38) in Auckland responded to increasing cultural and linguistic diversity in their learning community.

ERO key findings

Most of the services and schools knew who their learners were, and to some extent, had taken steps to respond to the learners' language and culture. These services and schools had:

- acknowledged the learners' home languages
- developed relationships with learners, parents and communities
- celebrated cultural events
- had some pedagogical knowledge about teaching English as a second language
- observed learners to inform teacher judgements.

ERO found that only 37 percent of services and 58 percent of schools (see Figure 10) *intentionally* promoted learning by using a home language or cultural lens to support the learner's acquisition of the English language, and to promote engagement with the learner, their parents, whānau and communities.

Figure 10: School are more responsive to cultural and linguistic diversity than early learning services

Schools   Early Learning Services

■ Responsive   ■ Not Responsive   ■ Responsive   ■ Not Responsive
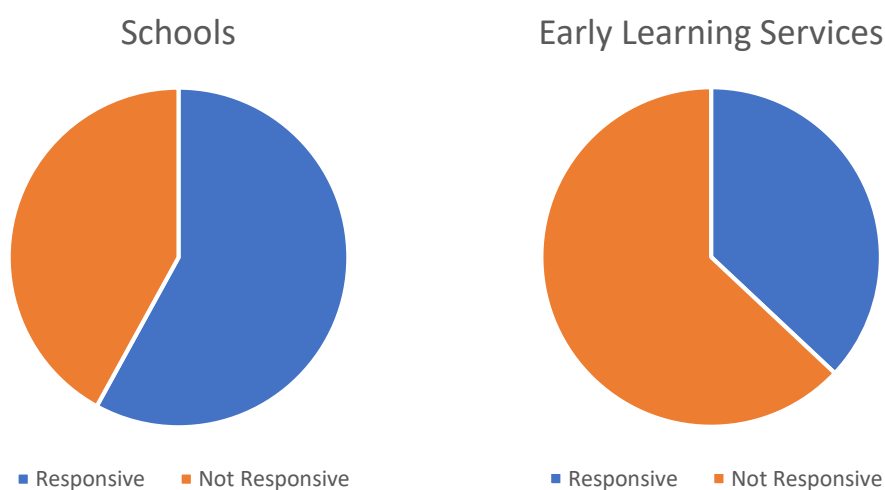
Responsive services

Nearly two-thirds of responsive early learning services had mixed groups of learners from Asian, Māori, Pacific, Pākehā and other cultural backgrounds. The majority of the learners spoke one or more languages other than English. One-third of these services were located in low socio-economic communities and had extremely diverse groups of learners; there was no majority of learners from any one ethnic group.

ERO found strategically appointed staff who spoke more than one language in the responsive services. Even though some teachers did not speak the learners' home languages, they were bilingual and understood the challenges of learning the English language.

Each learner's home language was valued and acknowledged through the use of language resources, cultural celebrations, and sharing of stories and food. The teachers were committed to learning about each other's languages and cultures.

Teachers believed it was important to maintain the learners' home languages, as it nurtured each learner's identity and helped them develop a sense of belonging. They created a learning environment that reflected the learners' home languages. Cultural displays and resources in the learners' home languages were evident. Parents and adults from the learners' community participated in centre activities. Teachers designed a curriculum that was connected to the learners' interests and strengths, and supported the rich and sustained use of the learners' home languages.

Teachers prioritised building strong relationships with parents and whānau. They recognised this as key to understanding the learners' cultural and family backgrounds. Parents were comfortable to share their aspirations for their children and encouraged to continue to speak in their home language with their children. Some teachers supported parents in discussions with other external agencies. Teachers shared their understanding about expectations for the children's learning, reflected regularly about their practice, and accessed relevant PLD and resources to support their teaching practice.

Responsive schools

Just over half of the responsive schools were primary and intermediate schools. Of these schools (12), three had a majority of learners from one ethnic group. The other nine primary and intermediate schools, and almost all of the responsive secondary schools, had great diversity of ethnicity and home languages. Nearly three-quarters of all responsive schools were in low socio-economic areas with a diverse range of learners enrolled. Many schools had reported increased numbers of migrant and refugee learners enrolling over the years.

Leaders of the responsive schools understood the changing demographics of their school community and reviewed the curriculum in response to learners' strengths, interests, and learning priorities. They had good relationships with agencies and networks who could support CLD learners, their parents and whānau to settle into the community. These schools valued each learner's language, culture and identity by celebrating cultural events and providing some learning opportunities in their home languages. These schools encouraged learners' use of digital technology and apps like Google Translate to support them to learn English and communicate with their teachers, peers, and parents.

Schools had rigorous enrolment processes and multiple sources of information to get to know CLD learners, established processes for identifying their interests, strengths and learning priorities, and in some cases developed individual learning programmes.

Teachers recognised learning through a home language as a way to promote engagement, achievement, and collaboration with parents and whānau. Some schools offered opportunities to learn a foreign language. In these schools, the languages reflected the learners' cultural backgrounds, while in others these were determined by popular demand. Other schools offered compulsory strands of learning another language in their junior secondary curriculum, with options for senior learners to take it as part of their NCEA pathway.

Leaders and teachers in responsive schools valued the TESSOL qualification; it helped them to implement teaching strategies that supported CLD learners. Boards and leaders expected ESOL teachers to have, or supported them to attain, an appropriate qualification such as TESSOL; they also employed bilingual staff such as teacher aides.

Most schools used the common approach of withdrawing learners for ESOL class, and provided extra support for those learners who needed it. However, there was growing recognition for teachers to provide more in-class support to these learners. Teachers used relevant tools and resources such as English Language Learning Progressions and other specific PLD to support their assessment of CLD learners. A few schools delayed their assessment of learning the English language to allow teachers to get to know the learners better, and for the learners to settle and feel comfortable in school. These learners knew what they were working on and were confident to ask questions or seek clarification.

Some school leaders were aware of CLD learners who had received the maximum ESOL funding but still needed support for their learning. These schools continued to provide ESOL support, from their operational budget, for these learners. Other schools found the older CLD learners took longer (more than five years) to show positive shifts both in academic progress and English language acquisition. These findings aligns with research that, depending on their age, English language learners' can take between 5-10 years to learn the language before they are considered competent (Harvey 2007; Cummins, 2000). The current ESOL funding period of five years for immigrant CLD learners or three years for New Zealand-born CLD learners can affect the level of support schools can provide to these learners.

Home-school partnerships were a priority and parent workshops such as [Reading Together](#) and parent fono/hui were regularly organised. Some of these workshops were conducted in the families' home languages. Important school information was provided in multiple languages. Teachers had a collective understanding about expected outcomes for CLD learners, and shared information about individual learner's progress with each other and parents.

Common features of less responsive services and schools

Leaders and teachers in less responsive services and schools generally had good relationships with CLD learners and their parents, who were the key source of information about the learners. Services and schools valued the learners' home languages by celebrating cultural events, and parents joined in some activities.

However, the curriculum in these services and schools was less responsive to changing demographics, learners' interests and strengths, or learning priorities. Learners were expected to fit into the existing system. Cultural and linguistic diversity were more likely to be seen as challenges rather than opportunities for learning. Research (Alton-Lee, 2003) shows that recognising, valuing and using learners' diverse languages significantly improves their academic performance, including English, and contributes to the learning of their English-speaking peers.

The lack of educational leadership and deliberate planning resulted in poor pedagogical practices with low quality interactions between the learners, teachers and parents, and teachers not reflecting on their practice or developing a culture of critical enquiry. Teachers in these services and schools were aware of the CLD learners' priorities, but did not have a shared understanding of expected outcomes. They had not developed a clear and collective understanding about how to plan, promote and celebrate the learners' home languages and cultures, as well as ESOL, in the curriculum. These challenges were compounded by the teachers' general lack of awareness or access to language specific resources and/or PLD.

Teaching practice in the less responsive schools was variable and based on teachers' individual skills and capability. Bilingual teachers or those from the learner's culture were more aware of how to make conversations meaningful and run parallel to concepts or ideas they were teaching. Apart from ESOL teachers, most teachers were generally unaware of available ESOL resources and had no specific PLD for teaching culturally and linguistically diverse learners.

Many school teachers worked on a regular withdrawal programme for CLD learners, and in some schools, older learners were encouraged to identify learning gaps for these learners. However, the lack of monitoring and reporting on CLD learners' progress had an impact on teaching strategies, planning, and assessing for improvements. Expectations for learner success were insufficiently planned or articulated. Teachers did not always plan transitions for CLD learners and make sure there was a contact person known to the learner, their parents and whānau.

There was limited engagement with the parents and whānau about how to support the learner at home. In some schools, meetings with the learner and their parents were restricted to report evenings and/or for behavioural matters.

Effective practices: what works in different settings

Learners should experience a curriculum that engages and challenges them, is forward looking and inclusive, and affirms New Zealand's unique identity.

For the final section, ERO visited and talked with the leaders, teachers and learners of the selected services and schools. They all celebrated diversity and saw it as an opportunity for everyone to learn. By investigating effective practice in these settings ERO wanted to find out:

- how these leaders and teachers got to know their learners
- how leaders and teachers responded to learners' language learning priorities
- how parents, whānau, teachers and leaders supported learning
- how services and schools monitored learners' progress and internally evaluated their practice to make further improvements.

Effective leaders and teachers recognised that to maximise learning, they must get to know each learner. They also recognised that the emotional wellbeing of the learner and whānau was critical for any learning to occur.

> *Children and families need to feel settled and safe. We need to build relationships with students, recognise parents' and students' backgrounds and trauma. The emotional needs of the family are a priority.* (School leader, Mt Roskill Primary School)

Through discussions with these services and schools we learnt about effective practices (see Figure 11) that improved learning outcomes for CLD learners such as:

- planned actions and pathways for these learners
- educational partnerships between the service or school and learners, their parents and whānau, and other providers
- intentional teaching and learning strategies to support CLD learners' academic performance
- other responses that deepened understanding of cultural and linguistic diversity in the wider community.

Each service or school provided general and specific conditions that supported CLD learners to experience success. Strategies and practices can include several elements – general strategies (e.g. know the learner), instructional strategies (e.g. use metaphors and imagery for cues), environmental strategies (e.g. use visual displays, portable white boards, and posters when giving instructions), assignments and activities (e.g. quick writes, sorts and journal writing).

For the purpose of this evaluation, these strategies and practices are subsumed within the five main aspects as identified in the evaluation framework (Figure 9). The following stories and commentary highlight aspects of practices in services or schools that contributed to improved outcomes for learners.

Figure 11: Summary of effective practices and strategies in selected services and schools

Inclusive	• **welcoming and warm environment** • **genuine and respectful relationships** • **deliberate promotion and fostering of a culture that values diversity and inclusiveness** • **opportunities for learners and their parents/whānau to learn more about NZ's bicultural society, te reo Māori, and tikanga**
Coherence	• **whole service or school approach to support all learners to achieve** • **strategic appointment of bilingual staff who were representative of their community** • **targeted capability building for all teachers**
Know the Learner	• **multiple ways to get to know the learner** • **learner and whānau-centred transition and enrolment** • **two-way information sharing with parents and whānau** • **broker support for parents and whānau learning and wellbeing**
Plan for individual learning priorities	• **deliberate focus on the learner's achievement and success** • **deliberate inclusion of the learner's cultural contexts in teaching practice and the learning environment** • **build parents and whānau knowledge and capability to support the learner**
Demonstrate the practice	• **strategic action plans to support CLD and Māori learners' development and achievement** • **implement effective teaching strategies to support CLD learners to achieve and succeed** • **plan opportunities for learners to share their experiences**

Inclusive

Inclusive services and schools deliberately fostered a culture that embedded the values of their learning communities. Parents and whānau quickly developed a sense of belonging and security because both diverse and common values were celebrated. Learners were settled and focused on learning.

Building authentic and respectful relationships with parents and whānau was the key to understanding the learner's cultural and family background, and critical for the learner's success. Strong relationships helped parents to share aspirations for their children. Parents were supported to participate and engage in their children's learning and provided with translations of learning stories, outcomes, newsletters and key educational concepts. They were encouraged to continue to speak in their home language with their children, and to see bilingualism as an asset.

Leaders and teachers understood their responsibility to help learners understand and respect diverse viewpoints, values, customs and languages, and for the learning environment to closely reflect the cultural context at home. They learnt to pronounce the learner's names correctly showing that they valued the learner, their whānau, and their culture. Learners were encouraged to introduce themselves in their own language and use it at school, as well as English. These schools provided opportunities for learners to lead and for teachers to learn.

New families were welcomed and invited to share their stories in their home language, their traditional food and customs, and to join in activities that celebrated their own and others' cultures. Annual cultural events such as Chinese New Year, Matariki, Diwali, Eid, Māori and Pacific language weeks were celebrated in these services and schools. Leaders also supported new families to learn about New Zealand's bicultural society by promoting a culturally responsive curriculum, and through supporting Māori learners to achieve and succeed as Māori.

During mat time, the head teacher used te reo Māori, Samoan, Spanish and Arabic words in a numbers song. The usually shy toddler whose family speaks Spanish sang enthusiastically when 'his' numbers were used. (Kindergarten)

Regular communication with the learners and their parents was critical and included:
- having teacher mentors who kept both the learner and their parents updated with learning and other matters such as health and wellbeing
- having specific roles like a refugee support person who liaised with teachers, helped them to access relevant materials, and supported parents during report evenings
- visiting family homes to make sure resources were available there to support the learner
- brokering other support services for the learner, their parents and whānau.

A staff member who spoke the same language as the learner and family carried out an assessment. The school gathered useful information about the child's experiences and background, and accessed appropriate support for the learner and their family to cope with their traumatic experiences. This support enabled the learner to settle more happily and to receive support from specialist teachers. (Large primary school)

As a result of this inclusive approach, parents:

- felt welcomed, valued and included
- felt confident to share their cultures and languages with other learners and teachers
- attended workshops, for example between 80 to 95 percent came to parent-student-teacher conferences at most schools
- developed knowledge and understanding of the tools to support learning at home
- were involved in their children's learning at home and through online assessment information
- felt supported to maintain their home language while developing their English language
- knew their children felt safe and settled in the service or school
- knew teachers monitored the learner's achievement and success.

May Road School: Walking in other people's shoes.

This story is about May Road School's journey to truly know and understand English Language Learners, their parents, aiga and whanau; forging partnerships with parents and the community to fulfil their aspirations for their children, and in the process challenging teacher attitudes and assumptions. The story is told by the school principal, bilingual teachers and some parents.

School vision

Value yourself, value your learning and respect all others.

May Road School is a multicultural school that plans for all learners and their parents in an inclusive and supportive environment, and promotes biculturalism across the curriculum.

Inclusive environment

Walking into May Road School, you first notice the cultural artworks and displays that cover the walls of the foyer and corridor. Next, you notice the flow of adults coming and going, greeting and chatting, and then the big smiles that warmly greet you from the children, adults and staff. An instant feeling of warmth and acceptance.

A sign "Welcome to May Road School" is proudly displayed and there are many other signs using the language of the children and their families around the school.

The staffroom is filled with people - children reading, adults listening, parents gathering for the Incredible Years session, and plumbers replacing the hot water cylinder. It's just after 9am and it's business as usual at May Road School.

School leader

How do you and the teachers get to know the learners?

"Knowing the learner is essential for all teachers– all good teachers do this; they know the learner, know the family and have a positive relationship with them.

This is our story of how we get to know our learners.

Seventy-five percent of our families are from the Pacific Islands. The Reading Together programme triggered a conversation about parents' experiences of education and aspirations for their children. It became clear that the usual data and information we collect provided some knowledge about the learner and their family. However, in order to truly tap into the potential of our learners we needed to develop a deeper knowledge and understanding of their families, experiences, culture, background, and what it is like to walk in their shoes!

In 2010, a number of our teaching staff went to Tonga with some parents. We visited schools, talked with education officials and the initial teacher education organisations. The May Road School teachers had prepared lessons to teach children who spoke Tongan, not English. The teachers had to think about how they would do that. It was an experience that took them outside their comfort zone and put them into the place that our learners are often in.

It led to challenging conversations about our values, beliefs and assumptions, and what cultural responsiveness really means."

We asked ourselves several questions: "How did I feel in that situation? Is this how our learners feel? What am I doing in my classroom?"

"We had conversations about reciprocity, cultural values, artefacts versus a true and genuine understanding and value of Pacific cultures, and other cultural groups. This forced the teachers to confront their own personal beliefs and actions, and their relationships with learners, their families and with communities. It challenged our assumptions and beliefs about some cultural practices such as why families give money to the church when they are struggling financially. Some teachers were uncomfortable having these deep discussions because it confronted their worldviews, but it helped to move things forward. It was *truly* an experience of walking in the shoes of our learners and their families."

What did you learn from that experience?

"Learners do not have to be ready to come to us. We (schools, leaders and teachers) have to be ready for them.

Culture is not about artefacts, culture is much deeper!

As a school leader, what knowledge, skills and dispositions are needed?

- A knowledge that relationships are key and take time to build
- To keep trying and to be resilient
- To share. Be able to tell our stories, and allow yourself to be vulnerable
- To reach out even when it's hard because parents' experiences have not always been good
- To be ready to teach and learn too
- To be creative
- To try something new, and if it doesn't work then try something else. Don't give up!

I would encourage other school leaders:

- To be courageous and to absolutely fight for what you believe in for learners and their parents
- To use all your talents, skills and knowledge to make it better for your learners.

Everyone is here to learn and has a right to learn. Human Rights principles and values are embedded in this school - respect all others, diversity and empathy, walking in others shoes, global citizens. A local school focussed on preparing the children for a global village. Where everyone is able to speak their own language and celebrate their own tradition, and where every child has a right to a voice, a right to learn and a right to be treated fairly."

Parents

At the end of the school day, approximately 40 parents gathered for a maths workshop to learn about group problem solving. They were chatting to each other and their children in English and their home languages. Activities and snacks had been set up in the staffroom for children while their parents worked on maths problems with the specialist team.

A teacher was distributing hand knitted woollen hats to the children, which had been knitted by a group of kuia Pākehā in the community – one for each child.

Parents and volunteers from the local community also come in to school for an hour daily, to listen to children read as part of the Reading Advancement Programme (RAP Reading). In addition, the school provides workshops for digital devices, the importance of mother tongue maintenance, parenting, and has set up a library with books and tools about similar topics for parents to borrow.

ERO asked parents: *What do you like about May Road School, and how are you supported?*

"My parents are living with us. They speak only Samoan, my husband and I speak English, at school our kids speak both English and Samoan. It's important that our kids can speak to their grandparents in Samoan and when we go back to Samoa. May Road School encourages me to speak my home language; I feel welcome and accepted here. They don't judge me. I can ask for help. I am learning about how to help my children at home with their maths, their reading, and their learning. I come to the maths classes for parents and we get to do maths like our kids do. My children are making progress and I am too. May Road School feels like a home." (Parent)

"May Road School has the same values as our family and encourages cultural acceptance and respect for everyone. It's a friendly and safe environment for my kids." (Parent)

ERO asked: *What advice would you give another parent about language and learning?*

"I would encourage other parents to:
- Visit their child's classroom
- Talk to their teacher/s
- Value their own language/s, identity and culture
- Learn other languages
- Support their children to learn." (Parent)

Coherence

The communities of these services and schools were extremely diverse in culture, language, experience, aspirations, and immigration status, yet they all valued education and had high expectations for their children.

Leaders shared their communities' vision and expectations for cultural and linguistic diverse learners. Teachers understood the valued outcomes, and shared progressions about each learner with other teachers and with parents.

Leaders appointed bilingual or multilingual teachers who spoke the learner's home language, and encouraged them to use it in their teaching practice. This approach helped build relational trust. Teachers' role-modelled expectations by speaking in their own home language and supported learners to do the same. Parents and learners felt strongly supported to speak their home language at home, in the service or school, and in the community. Learners liked being able to speak freely in their home language.

> *My son is bilingual in Persian and English languages. Teachers asked for Persian words to use when talking with my son. I was surprised when the centre celebrated Iranian New Year in May.* (Parent, Education and care service)

In these schools, all teachers were language teachers and responsible for ESOL teaching. Designated ESOL leaders provided teachers with strategies and tools to help them scaffold language and academic learning. This also helped with development of ESOL resources.

Schools with well-resourced and managed ESOL departments had:

- TESSOL-qualified teachers who evaluated learners' oracy with a focus on designing teaching strategies to support them in class
- Recruited a Resource Teacher for Learning and Behaviour (RTLB) or qualified teacher aides to support learners in class
- matched learners with teacher aides or other learners who spoke the same home language
- used a variety of assessment tools to monitor and report on the learner's English language progress
- regular discussions between the ESOL teachers and teachers/aides about ongoing in-class support
- reviewed and redesigned learning programmes to continue to engage the learner and support their success.

Primary and secondary school leaders identified the TESSOL qualification as essential for all teachers in these circumstances. One secondary school had up to eight TESSOL qualified teachers. In secondary schools, many subject specialists for science, maths or language were also TESSOL qualified teachers.

Service and schools with well-planned and resourced professional learning and development (PLD) programmes provided:

- opportunities for teachers to share strategies and resources, join language cluster support networks and learn more about differentiated teaching practices
- targeted PLD sessions such as cross cultural awareness, learning a language, Pacific Teacher's Aide Project (PTAP), Supporting English Language Learning in Primary School (SELLIPS), and ELLP
- access to bilingual resources such as dictionaries, readers, online subscriptions (Language Perfect) and computer translation programmes that helped learners to unpack lesson expectations and/or new learnings.

> *The ESOL teacher focused on building oral language first. Students are encouraged to write in their home language where it promotes a better flow of ideas. Then the learner can use Google translate, or other students help them to share their ideas with the class and teacher.* (Teacher, small primary school)

Where there was a strong relationship with contributing services and schools, there was a coherent whānau-focused learning pathway for learners from the early learning service to primary, intermediate and secondary school. These services and schools reported smooth transitions, continued learning at pace, strong social cohesion, relational trust between staff, and strong relationships with parents and whānau. Two schools had established a role for a Māori coordinator to support learners and whānau transition between schools, to build strong connections between home and school, and to build teacher capability in te reo and tikanga Māori.

Mangere College – Pathways for Refugee learners

Context

Mangere College is a medium size, decile 1 secondary school in South Auckland. Eighty percent of the learner population is Pacific. It has a growing refugee and Asian learner population. Multilingualism is the norm in this school. In 2014, a school survey of languages found 70 different languages were spoken by learners and 65 percent of them did not speak English at home.

This is a story about how the careers staff guide and provide wrap-around support for refugee learners to successfully transition to tertiary education.

Learning Pathways

The college recruited specialist staff to assist these learners: careers advisor/refugee coordinator and refugee teacher aide. Staff commitment was the key ingredient to the success of this team. Their motto is 'do the best for learners to be independent, confident, and to experience success'. They understood the importance of a happy environment at home and school for children to learn, achieve and experience success. They supported learners in practical, as well as educational ways to make a successful transition to the next part of their life. It was a holistic and family wellbeing approach. Some refugee learners chose to travel long distances to attend Mangere College because of the wraparound support provided to them.

The refugee coordinator and teacher aide worked closely with the children and supported them by:
- providing translators or interpreters for home visits and at parent, learner and teacher meetings
- organising counselling (e.g. trauma) through the Ministry of Education
- organising transport and adult supervision at after school events, especially for female learners
- arranging driving lessons with a grant from the Auckland City Council
- helping learners and their parents to understand career pathways, subject choices, and organising volunteer placements
- helping learners with their Studylink and IRD applications, and opening bank accounts
- helping learners transition to tertiary education and 'checking in' with them early in their journey

- helping in other areas, such as finding a house for the learner and their families, buying and installing a house alarm, and making connections with other agencies. In these cases, the learners had authorised the careers staff to speak on their behalf with external agencies.

The wraparound support for refugee learners has been crucial for their success at school and their successful transition to tertiary education. While the careers team perceived themselves as 'doing their job', they recognised the key knowledge, skills and dispositions important for their success with the refugee learners were to:

- be open and receptive to the learner's strengths and weaknesses

- understand parent expectations

- research options for career advice so the learner could discuss this with parents

- be respectful of aspirations - both of the learner and parents

- follow up with learners

- show equity between learners with high and low needs

- be professional, which looks like going the extra mile, but is in fact just doing your job.

Most refugee learners said they felt very safe and respected at the school. They knew the information and steps needed to follow their career choice. One learner spoke about his parents' aspiration for him to become a police officer, and his desire to become an architect. He kept both options open with his subject choices. Another learner appreciated the school support system, particularly the teachers' support and financial support.

'Everyone gets along and cultures are valued.' (Student, Mangere College)

Mt Roskill Intermediate School - Effective teaching for language diverse learners

Context

Mt Roskill Intermediate School is reflective of the growing migrant Asian community in Auckland. Asian learners make up 57 percent of the school roll, of which approximately 30 percent are Indian. The school also draws on the Owairaka refugee community that includes African, Middle Eastern, and Pakistani ethnic groups. There are 40 different languages spoken at Mt Roskill Intermediate.

This story is an interview with the principal about the practices and strategies the school implements to effectively respond to CLD learners.

Teaching strategies

"At this school, every learner sets individual goals that are monitored by the learners, teachers and parents. With the use of writing and talking frames, the indicators for levels 1-5 of *The New Zealand Curriculum* are broken down into statements of 'we are learning to…' (WALTS) and success criteria such as 'I can identify…' which learners can then use to self-assess.

We [leaders and teachers] have developed a common 'language of learning' or a language framework that operates across the campus [primary, intermediate and secondary schools], so the learner is not confused by the use of different language for the same concept. Teaching and learning strategies such as 'think, pair, share'; shared and guided reading; and speaking peer-to-peer are used. Vocabulary development and acquisition is a priority for most learners.

The ESOL leaders model ELLP and SELLIPs teaching and learning strategies. Both teachers and learners use these strategies. Learners understand these strategies and activities as part of their learning, and that they could become leaders of learning, such as leading vocabulary acquisition strategies, for the topic or day.

Teachers use different strategies based on an initial assessment of the learner's strengths and priorities. These are modelled in professional development workshops, either with individual or whole teaching staff. Each teacher received a folder of teaching strategies and activities for English Language Learners as part of their induction pack.

Teachers use digital tools such as Google Docs, translators, podcasts, blogs, and iPads. We recognise that using this technology enables us to provide instant feedback. It is also a safe way to share and to help with supporting children's learning and dispositions, for example, creativity.

The school engages translators from the secondary school to help parents whose home language is not English. For example, when the school met recently with a migrant family, the translator could accurately assess the support they needed.

Another example involved a refugee child who was supported by several external agencies. The child had moved from another school so it was important for the child to feel safe in the new school. Teachers assessed the child's strengths and learning priorities, and decided to work one-on-one with the child.

They discussed this approach with the family and the type of support needed by the child and their family. Soon the teachers learnt that the child and their family had experienced extreme trauma and the child had health challenges.

"We needed to understand the family's traumatic experiences to be able to respond appropriately to them. The school facilitated discussions between the child's family and external agencies. After much discussion, the child's family decided to temporarily suspend external support to allow the learner to settle into the new school. Teachers and the family kept in regular contact and soon they noticed the child had settled in well and enjoyed learning at school. The parents were happy and felt confident to resume discussions with the external agencies. The child and their family contributed to activities on World Refugee Day. It was therapeutic for the child and their family as it helped them to acknowledge their historical background, trauma, and experiences, along with other children and families."

Know the learner

Leaders and teachers knew they had to respond differently to the changing ethnic composition of their learning community. In the first few weeks after school entry, they got to know the learner and their whānau to make sure they felt settled and safe. They supported the learner's sense of identity and belonging and encouraged the use of the learner's home language in daily conversations between learners, teachers, parents/caregivers, and among the learners themselves.

Each service and school had a key person who proactively connected with new parents and was a conduit between parents, teachers and learners. In services, it was often the head teacher or, if applicable, the teacher who spoke the same language as the learner/parent. In schools, it was either the Refugee coordinator, bilingual teacher aide, Māori or Pacific liaison person, deputy principal, or the careers advisor.

Leaders and teachers recognised that many factors could influence a learner, and they needed to know about these quickly. They used many sources of information about the learner to understand their:

- whānau circumstances, influences, beliefs and values
- language, culture and identity
- history or story
- learning preferences
- strengths and interests
- learning priorities
- goals and aspirations.

For the past two years, teachers have engaged in 'Knowing the Learner' using a coaching model that involves in-class observations, feedback and sharing of best practice. (Medium primary school)

Services and schools had rigorous enrolment processes. In addition to collecting generic information, leaders and teachers learnt more about each learner through:

- one-on-one interviews with the learner and their parents, with a focus on understanding their cultural background, language/s spoken, interests, strengths and learning priorities
- transition data from the previous service or school, referral agency, or bilingual unit, with a focus on determining the level of support required in a English medium learning environment

- ESOL teachers sharing information about the learner's English language capability with a focus on gauging the level of support required
- regular contact with the learner's family with a focus on establishing partnerships to support the learner at home
- using the expertise of teaching and support staff, and other learners who speak the learner's home language to communicate with them, their parents and whānau.

In this school anyone who speaks another language is valued as a resource to support CLD learners, their wellbeing and sense of belonging. This includes office and ancillary staff, teacher aides, teachers, ESOL teachers, school leaders, parents/whānau, and the students. (Large secondary school)

Effective services and schools had many ways of building relationships, valuing diversity and connecting for learning.

Teachers recognised it was just as important that the learners got to know them as a person. Sharing information about themselves and their whānau was a two-way process. For example, one teacher wrote a letter introducing herself, where she was from, her parents, her culture and background. Other teachers shared stories about the meaning of their names with learners, and one leader reported it was important to share and show vulnerability in building relational trust with children and their whānau.

As leaders and teachers developed deep and comprehensive knowledge of the learners and their whānau, they were able to:

- form positive relationships with learners and whānau
- respond appropriately to the wellbeing and learning priorities of the learners and their whānau
- develop a personalised learning plan
- broker expertise, services and support to assist the learners and their whānau.

Mangere West Kindergarten – supporting new migrant and refugee learners and their families

Context
This South Auckland kindergarten is licensed for 30 children, 95 percent of whom speak another language. Traditionally the centre has had Tongan and Māori children, but in recent years more migrant and refugee families with little or no experience of early childhood education enrolled their children at the centre.
This story is about how the centre gets to know the migrant and refugee children, their families, and help them settle in. Recently three new migrant and refugee families enrolled their children. Two families were new to New Zealand and spoke little English. Another family was new to the area and chose to send their children to the centre.

Engagement with Parents and Whānau
Refugee family: The New Zealand Red Cross supported the family to settle in by providing a translator to help them enrol and become familiar with the service. The staff welcomed them warmly and invited them to spend as much time as they wanted or needed at the centre. The mother spent most of her free time there with her three children. They were encouraged to speak in their home language. Soon other children became curious about their language, and joined them during activities and meal times.

Migrant families: These families had little or no experience of early childhood education. The teachers focused on getting to know the families and settling the children into the centre. They used visual resources to connect with the families and learn about their cultural backgrounds. Parents were invited to be part of the activities and encouraged to use their home language. Teachers learnt basic words in the children's home language and developed books of common phrases to use at the centre. Later they supported the children with transition to the nearby primary school.

A refugee mother learnt alongside her children and was confident to share her cooking skills with others. Every term the centre organised a shared lunch where families were invited to bring their traditional food; it was also a time to welcome new families and share information with them. Their children were comfortable, made friends and were eager to be there every day.

> *'Teachers are very encouraging to share culture and language.'* (Parent, Mangere West Kindergarten)

> *'Feel comfortable speaking Hindi, Tongan, and Urdu.'* (Parent, Mangere West Kindergarten)

The centre also organised a weekly café run by the children. It served as a meeting place for new and old families. Those who did not have family in New Zealand or spoke little English enjoyed the experience because they met, spoke to other parents, and got to know them a bit more. The children were equally proud to showcase their skills to the parents.

Papatoetoe High School – responding to English language learners

Context

In the 1980s and 1990s, 75 to 80 percent of learners at Papatoetoe High School were Pākehā. During this time, there was a small but growing Indian business community in Papatoetoe whose children attended the school. After the Fiji coups in the early 2000s, there was an increase in Fiji Indian immigration, mainly trade workers. Currently 46 percent of learners at the school are of Fiji Indian ethnicity, and 5 percent are Pākehā.

Enrolment from other Pacific Island countries, Middle East or refugee learners has also increased. Some of these learners have had little formal or compulsory schooling and have little or limited literacy skills. From 2009 to 2011, the school had approximately 400 ESOL learners, the highest in Auckland and New Zealand. There are currently 52 languages spoken at the school and about 51 percent of the children are English language learners.

Know the learners

In addition to the usual acquisition of knowledge about the learner, the school made sure they knew about their language strengths and learning priorities from:

- assessments by the ESOL department for any learner who had been in the country less than five years
- translators or bilingual staff
- other learners who spoke the same language as the new ELL
- KAMAR (student information system) to find out about the home language/s of learners and their parents.

The ESOL department played a significant role in supporting English language learners. Initially, the learners were nervous about starting at a new school and those who were new to New Zealand missed their home country. They acknowledged the support from the ESOL department, staff and their own cultural community. This support included:

- ESOL orientation, which helped learners to understand New Zealand's education system and the English language
- ESOL teachers who were approachable, spoke slowly so learners could understand and helped them to bridge the gap between the English language and subject content
- ESOL teachers who spoke to classroom teachers about the learner's strengths and learning priorities, and shared teaching strategies with them
- peers and family who spoke the same language and encouraged them to regularly communicate in both their home language and English.

'Teachers encourage and support use of home language in school and at home – we won Tongan language competition in Auckland.'(Student, Papatoetoe High School)

'Teachers support and speak their own home languages – they are a model for younger generation.' (Parent, Papatoetoe High School)

Mt Roskill Primary School and Mt Roskill Intermediate School

From pōwhiri to whakapōtaetanga[8] – acknowledging and supporting Māori learners and their whānau.

Context
This story is about how two schools ensured continuity of learning when Māori learners transitioned from one school to the next, and celebrating their success at the end of their time at the Mt Roskill schools.

Know the learners
On this campus, whānau and a sense of belonging and connection is important. Each new learner and their family is welcomed to the campus and introduced to their school whānau with a pōwhiri. For migrants and refugees it is also to introduce them into a new cultural society. While at Mt Roskill primary and intermediate schools, learners and staff learn te reo and tikanga Māori each week, Māori concepts are integrated into units of work, guided by Whaea Jackie, the Māori Coordinator.

The schools' desire to provide a seamless education and transition prompted the boards of trustees to pool their funding, and use it to coordinate a whānau-focused transition experience for their Māori learners and whānau across campus.

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[8] Graduation

They engaged a Māori coordinator to strengthen connections with whānau, help whānau support their children's learning, and to share data and information between home and school. Led by Whaea Jackie, the Māori learners and whānau are introduced to their next school; from primary to intermediate to secondary. Upon graduating, Māori learners are gifted a taonga to acknowledge and celebrate their achievements and success and returned to their whānau for the next part of their journey.

Parents of non-Māori learners understood this concept and could see some similarities with their own cultural values and celebration of their children's success.

Plan for individual learning priorities

Teachers understood that 'every learner is different' and differentiated approaches were needed to maximise learning opportunities. Getting to know the individual learner was fundamental to successful implementation.

Learning partnerships were a priority. Regular parent fono/hui were organised and conducted in the families' home languages, and important information was provided in multiple languages. Teachers encouraged and empowered learners, their parents and whānau to share their languages, culture and interests in several ways such as pepeha,[9] songs, poems and stories, and cultural performances.

> *The teacher was reading the Matariki story. When she stopped to turn the page, a Māori boy jumped to his feet, unprompted, to do the haka. When the teacher shared this story with his parents, they said he had learnt the story and the haka from his older brother. (Education and care service)*

Teachers provided learning opportunities that built on the learner's strengths and interests, and acknowledged parents' contributions and aspirations. Most of them researched and sourced their own resources through parents and ethnic community networks. They made bilingual picture books for learners and their whānau to use.

Schools held workshops for parents to learn about curriculum, assessment, reporting, National Standards, NCEA, and digital learning. They also initiated opportunities for parents and children to focus together on learning and achievement, such as Reading Together, Reading Advancement Programme, and Developing Mathematical Inquiry Communities (AKA Bobby Maths). Other initiatives included parent, student, and teacher (PST) or academic counselling and target setting (ACTS) conferences, career planning and transition support, and a designated teacher who mentored individual learners all through their secondary schooling. If needed, bilingual support was provided to parents on these occasions.

> *When a new learner starts at the school, they are matched with someone who speaks the same language. Settling into the school is a priority for the first six months before their English language is assessed. (Medium primary school)*

Some schools developed individual learning programmes. Recognising that it can take 5-10 years for CLD learners to become proficient in in the English language, some schools delayed assessment of these learners to allow them to settle into school and build their confidence.

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[9] Pepeha (noun) is a speech about where one is from that identifies the ancestral links of Māori.

Schools with high numbers of culturally and linguistically diverse learners had:

- experienced and qualified ESOL teachers and teacher aides who spoke more than one language
- qualified ESOL teachers, or those studying for the TESSOL qualification were expected to share their knowledge with other subject and classroom teachers
- supported mainstream teachers to obtain the TESSOL qualification
- used relevant tools and resources such as ELLP to support learners
- provided some opportunities for the learners to learn in their home language
- specific personnel such as the deputy principal and/or the ESOL coordinator responsible for ensuring these learners were well supported in their learning.

Māori, Hindi, Samoan are offered as subjects to support and affirm students' language, culture and identity. It also provides opportunities for those students who do not speak their home language to learn their own language at school. (Large secondary school)

Mt Roskill Intermediate School - Reading with learners and their parents

Context
This story is about how Mt Roskill Intermediate extended learning opportunities into the home by providing Reading Together workshops for parents. Flexibility was the key to success for this programme.

Plan for learning
Staff noticed that children were reading English fairly fluidly but were not comprehending deeply so they decided to focus on comprehension.

Response
The school introduced the Reading Together programme to learners and parents. As well as learning strategies to support their child's reading at home, parents were encouraged to read with their children in English but discuss the story and concepts in their home language. This helped learners to develop a deeper understanding of the story being read. Teachers worked with parents and whānau over a period of time and noticed positive changes with the learners. Teachers continued to encourage the use of home languages, and connected parents and whānau with the Mt Roskill community library where the librarian helped families become members. The community library became a common meeting place for these learners and their parents.

Teachers soon realised that this approach did not suit all learners, especially Māori and Pacific whānau. They held parent workshops for different groups of parents, at different times, and held some workshops across campus for specific groups. This approach meant more parents could attend, helped build relationships, and helped establish a homework club.
Parents agreed attending the Reading Together workshops and generally being involved at school improved their confidence and ability to support their children's learning.

I know that my close involvement with the schools (primary and intermediate) has enabled me to understand the support my child needs to succeed. (Parent)

I learnt some strategies that help me to support my child – Reading Together, maths activities etc. (Parent)

I try to encourage other Pasifika parents, including my husband, to learn about these strategies [referring to Reading Together] and spend time at school etc. (Parent)

Reading helps my child to understand what they're learning. (Parent)

Encourage/support the home language– very important to keep your own language. (Parent)

Persistence is good for your own learning! (Parent)

Papatoetoe Kindergarten – multilingual teacher aides supporting learners and whānau as partners in learning.

Context

Papatoetoe Kindergarten is licensed for forty children from three to five years of age. Children are from a wide variety of ethnic backgrounds, and one-third of the learners at this kindergarten are Māori and Pacific children. The centre provides an onsite room for the English Language Partners (ELP) to use.

This story is about how the service supported parents to maintain the use of their home language with their children and partnered with community groups to support parents' learning.

"We noticed increasing enrolments from Hindi, Punjabi and Mandarin speaking children. We wanted to support them to maintain their home language, and support their parents to engage in their child's learning in their home language." (Head teacher)

Through a grant from Auckland Airport Community Trust, the service employed fluent Hindi and Punjabi speaking teacher aides. They translated newsletters, learning stories and educational concepts to help parents and whānau support their children's learning. Parents were encouraged to comment or provide feedback in their home language.

Teacher aides also supported the learner's transition to school by acting as a translator between the parents and the school, helping parents fill in enrolment forms, and sharing information with parents on how to support their children's learning at home.

The head teacher spoke to English Language Partners about support for the parents of Mandarin speaking children. The ELP programme provided ESOL classes for 10 hours a week for parents, and bilingual assistance for those who need it. They also helped to identify essential support services for parents such as WINZ and Red Cross.

I only speak Punjabi to my children at home and they learn to speak English at the centre. When I was looking for a centre to enrol my children, it was difficult to find one that valued my language. Most centres I visited said that they only speak English. Here, it's not a problem - my children can speak in Punjabi because teachers here can speak the language.

I can come and share food and other information about my culture and the children understand it, and they hear and see it from my own children. Now the centre manager has asked me to help to translate children's learning stories and parent newsletters into Punjabi. (Punjabi parent)

Other parents also value and appreciate the languages shared in the centre. One Māori parent said, "I love it that my child is exposed to different languages."

I feel supported here – we looked at other centres but they only speak English, and they told us that they only speak English. I don't want that – I speak to my children in Tongan at home. (Tongan parent)

Freemans Bay School – supporting individual learning priorities

Context

This inner-city school is usually the first stop for new migrants who work or study at The University of Auckland. However, over the years, the school noticed that the number of refugee learners has increased as well.

Relationships with families and other agencies and organisations are seen as critical. School leaders recognise the important role they play in building each family's trust in working with them and other agencies. Parents' survey affirms that the school recognises all children's languages, cultures and identities. They see the school as a place for celebrating the community's diversity.

These mini stories describe the number of ways the school has responded to language diverse learners and their parents

New refugee learners and their parents

An extended family member brought two newly arrived refugee children aged 12 and 8 years old and their parents to the school. The elder child had little schooling while the 8 year old had not attended school at all. The children and their parents did not speak English and the family member spoke little English. The children and their parents were living with the family member close to the school.

To support the learners' transition to school and wellbeing; the Principal enrolled them and the ESOL teacher conducted a quick assessment while the front office staff sorted out other details with the family member. Although the older learner was of intermediate school age, the Principal decided to keep both learners at the school. An immediate outcome of the ESOL assessment was the urgent need for language support. The Principal enquired about the availability of language support for the learners via social media and received quick responses. Interviews for potential teacher aides with the required language knowledge and skills were quickly organised over the next two days.

The Principal proactively and deliberately cultivated community and agency support for the learners and their parents. As a result, the school received funding to employ a teacher aide for 15 hours per week which enabled the Principal to confirm the appointment within a few days. The school also reviewed their operational budget to increase the funded teacher aide position to 30 hours per week. The teacher aide, ESOL teacher and Principal all worked together to ensure that the learners were settled into class and school, and to identify other types of support needed. The staff and wider school community supported the learners and their parents with other school and family related needs. The parents and learners were deeply appreciative of the support received from the school and wider community. They felt comfortable to participate in school activities and liked learning about other cultures in the school.

'Celebration of different cultures helps children and their parents to settle into the school.' (Parent)

Trauma experience

Each time the school bell rang, a learner would jump and look scared. When there was a fire drill or when the police officers came on a routine visit, the learner ran away to hide in a secluded place. Upon further investigation, the teacher found out that the sound of a siren or alarm signalled trouble to the learner. The teacher spoke to the deputy principal and together they contacted the local community group for advice and support. The community group contacted a social worker who found a translator for the learner.

The teacher, social worker and translator met with the learner and their family. They sought support from other agencies who provided the learner and family with wraparound services. The school supported the learner's transition to intermediate school; the principal visited the intermediate school and met with the teachers to explain the learner's situation.

The school has an open door policy to support learners and parents. The learner felt safe and stable, and could ask for help, if needed. The parents appreciated the time the school took to understand their situation and that they could share their experiences.

'Easy to make friends, friendly and supportive teachers, everyone is friendly and talks to me.' (Learners)

Art project

Learners were divided into groups and asked to choose a cultural group of their preference. They were encouraged to identify with their own culture, and if they identified with two or more cultures, they were encouraged to choose one of them. Learners researched their chosen cultural group – history, national dress, language, songs, dances, food and other information. They created murals to tell the story of their chosen cultural group. The project culminated with a show and tell session that included dress up and food. Parents were invited to hear more about their children's work, learn about other cultures and share the food.

Learners enjoyed the opportunity to learn about another culture and to personalise their learning. They learnt to understand and appreciate the differences and similarities with their own cultures.

'The diversity of learners, teachers and families helps with learning about different languages and cultures.' (Parent)

ESOL class

Learning support is available to the 151[10] new learners of English in several ways. Trained Learning Support Teachers, many of whom speak more than one language, run programmes such as Talk to Learn and bilingual support.

In addition to this, the 35 English language learners with minimum levels of the English language are working with the ESOL teacher in the school. On a daily basis, these learners are withdrawn from class and are provided with intensive one-on-one English language support. Teachers also used play and social talk to support them with learning English.

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[10] Number of ESOL learners in Term 4, 2016.

The school employed 15 teacher aides who spoke the learners' home languages to provide in-class support for the other ESOL learners. They personalised the learning based on the learners' interests and strengths, made learning more interesting and engaging, and exposed the learners to new and different ways of thinking. Learners were encouraged to think about their responses to questions in their home language before writing or talking about them. While this approach can be time consuming, the learners' were supported to make links between English and their home language, which enabled them to have meaningful engagement in their learning. Teachers supported learners with e-learning and helped them to set up Google translator to assist with coding English terms.

'The school brought in teachers from Korea and China to learn their culture and languages, which will enable the teachers in this school to better support students from these countries.' (Parent)

Building on learners' interests

A young migrant boy who spoke very little English was quite teary when he first started school. In class, the teacher noticed he was interested in dinosaurs and spent a lot time playing with them. The teacher encouraged him to play with them and as his interest grew, the teacher brought other resources about dinosaurs to class. Soon the other learners became interested in dinosaurs too and the young boy was happy to talk to them. He knew a lot about dinosaurs and the teacher encouraged him to share this information with others. The teacher and the learner's parents noticed a positive change in his confidence both at school and at home.

'Children are free to be who they are – don't need to conform to Kiwi identity.' (Parent)

Online tool

The school has multiple ways of keeping parents informed: school assemblies, bilingual assistants who helped to focus on specific topics, newsletter that included learner voice, whānau newsletters, and the school website and app. An online tool helps parents to support their children's learning at home. Parents can access information about learning goals, success criteria and next steps. For example, every learner at Level 2 Reading has the same goals which can help facilitate discussions between the learner, teacher, and parents during PST conferences.

Lollipops Half Moon Bay – supporting Mandarin-speaking learners

Context

Lollipops Half Moon Bay is licensed for 100 children, including 44 children up to two years of age. Currently, there are 141 children, of whom 44 percent are Chinese and another 38 percent are New Zealand Pākehā. Children from a variety of other ethnicities also attend the centre. While the roll has grown since the centre opened in 2009, the percentage of Chinese and New Zealand Pākehā has remained at similar levels.

This story is about the Mandarin-speaking Chinese children and their extended family, and how the staff incorporated the children's, their parents and grandparents, and community knowledge and expertise into learning, and how other children were able to observe and participate in cultural activities.

Plan for learning

The largest number of children are Mandarin-speaking Chinese. Many of these families have three generations living together. Mandarin is their home language and the language spoken at home. The children's parents speak both English and Mandarin, and their grandparents speak only Mandarin. Parents want their children to learn English at the centre, while they maintain Mandarin in the home. With parents working, the grandparents often drop off and pick up the children each day. At the centre, children can be heard speaking Mandarin to their Mandarin-speaking friends and switching to English for friends who only spoke English.

'A teacher takes a hand, opens a mind, and touches a heart.'

The multicultural and multilingual teachers knew it was important to settle the children first before any learning could take place. Where possible, they spoke to the children and their parents and family in Mandarin, and reassured them that it was important to maintain that language when learning English.

The teachers were genuinely interested in learning more about the Chinese children's cultural background. They researched and developed basic resources in the children's home language which were displayed in each room. The children's grandparents noticed the resources and spent more time at the centre reading them. Teachers bought more resources and encouraged parents and family to share other resources that would support the children to maintain their home language. Teachers also published translations from English to Mandarin of the children's learning stories on their e-portfolios, and parents shared these with their families in China. Parents and family shared their cultural knowledge by reading stories to children, sharing photos and stories about their visits to China, showing children how to cook Chinese food such as dumplings, and participating in other activities.

> The teachers' strong commitment to their bicultural practice supported the parents' aspirations to maintain their home language. With their children, they enjoyed learning waiata, karakia and stories about Papatuanuku and other Māori legends. Parents and teachers helped the children to write and display their pepeha.
>
> Teachers worked well with local schools to ensure that transitions were supportive and responsive to children's learning priorities. Principals of the local schools visited the centre often to meet the children, and learn more about them. Parents of former learners also visited the centre to share stories of their children's learning and success in school.

Demonstrate the practice

Services and schools genuinely valued and celebrated different cultures in their communities. Learners experienced a curriculum that valued and respected who they were, where they came from, and built on their prior knowledge.

Leaders and teachers focused on learner outcomes and raising learner achievement. They employed effective teaching practices that improved learners' academic performance, and contributed to their English-speaking peers' learning. The curriculum provided opportunities for learners to explore different perspectives, values and cultural practices, such as topics on acknowledging death or making bread. One school included clothing items of cultural significance such as the lavalava and hijab as part of their school uniform.

Leaders and teachers planned and promoted social cohesion through programmes such as Incredible Years, PB4L, Human Rights education, restorative practices and values, Race Relations Day where learners were encouraged to 'walk in others shoes' and participate in community events. These programmes provided learners with a better understanding of their peers life experiences.

Teachers recognised vocabulary development as key to learning, and they used co-operative strategies to provide greater opportunities for learners to notice, use and respond to language. Learners were actively encouraged to 'switch' between their home language and English, meaning they could use their complete language repertoire to carry out activities such as discussing tasks, checking and confirming their comprehension, and contrasting and comparing different words and language meanings.

Teachers made learning explicit and visible to help learners to see the 'whole game'. They carefully scaffolded learning to help learners achieve. This meant supporting their learning goals and acquisition of English. Teachers knew why they had selected a particular strategy, for example, disappearing definition and concept map and how to use it effectively.

Leaders and teachers had strong knowledge of quality teaching for diverse learners. Evidence of the seven ESOL principles and Alton-Lee's ten characteristics of quality teaching for diverse learners were found in the learning environments. These principles were incorporated into planning and helped learners to make both language and academic progress in all curriculum areas.

For example, a common 'language of learning' was developed, and the standards of achievement were clear and visible to CLD learners. This approach helped them lead discussions about their learning, self-assess and monitor their progress, 'have meaningful conversations with their teachers about where their learning is at, and next steps that need to be taken. It also provided teachers with a visible guide to design learning activities that enabled the accurate assessment of each level of understanding.' Learners, parents and teachers developed and monitored individual learning goals together. (Selwise, Selwyn College, 2014).

Most schools provided intensive one-on-one or small group teaching for learners with minimal English to accelerate their English language learning, complement their classroom learning, familiarise them with online support tools, and give them respite from the mainstream class. While this is a common approach to use with ESOL learners, there is growing recognition for teachers to provide more in-class support to learners. Research shows that while withdrawal classes can allow for focused instruction, if not monitored and tracked well, it can be less meaningful in relation to the learner's experience and academic achievement (Franken & McComish, 2005).

We also found that current ESOL funding support for 5 years for migrant learners or 3 years for New Zealand-born learners was considered insufficient by some schools. Research (Harvey 2007; Cummins, 2000) shows that particularly the older learners can take longer to show improvements in their competency with the English language. Subsequently some schools drew from their bulk funding to continue supporting these learners, after the funding ended.

> *The board reviews achievement data and determines resource, including additional teacher aides to support in-class learning. (Medium Intermediate school)*

Teachers reflected regularly on their practice and accessed relevant PLD and resources. Some services had strong connections with language groups, national groups or language networks, so teachers had regular PLD through them.

Services and schools with coherent and developed pathways had:

- discussed and set personal learning goals and targets with learners, their parents and other teachers, and recorded these in an individual learning programme
- used the ELLP matrices to track the learner's progress with English language, and National Standards (NS) or NCEA level criteria to assess their understanding of subject content
- used other relevant tools to monitor the learner's progress and plan next steps
- regular meetings and internal moderation of achievement data by lead and specialist teachers that helped them detect shifts in achievement and plan teaching strategies
- shared information with other teachers, teacher aides, support staff, and the board.

Mt Roskill Primary School – evaluating the ESOL programme

Context
Mt Roskill Primary School is a central Auckland contributing school with about 700 learners from a wide range of language and cultural backgrounds. Seventy-three percent are Asian, sixteen percent are Pacific, seven percent are Māori and four percent are New Zealand Pākehā. There are 361 ESOL funded learners and 40 different languages spoken in the school. There is an intermediate school and secondary school, and a centre for learners with additional learning priorities all on the same site.

Demonstrate the Practice
In 2013, with a change in staffing, it was an opportune time to review the ESOL programme and staffing requirements.

The leadership team engaged an external ESOL expert with oral language experience, to perform a school-wide review and work with the leadership team to develop the foundations of a new ESOL programme.

The team visited another school to observe an ESOL programme in action and talk to staff. The consultant helped the leadership team develop guiding policies and procedures for ESOL support across the whole school, and to develop job descriptions and indicators for teacher appraisal.

The aim was to strengthen the ESOL programme across the school; develop a specialist ESOL team, tools and resources, build teacher capability, and accelerate learners' progress. The school drew on research about language acquisition and bilingualism, and teaching and learning strategies for English language learners. Teachers were supported to study for the TESSOL qualification.

A new model was developed to focus on:
- developing accelerated learning plans for Māori, Pacific, and ESOL learners which were used as the basis for teaching as inquiry
- professional learning and development:
  - whole-staff PLD focused on supporting ESOL learners, and using the ELLPs and SELLIPs documents to support classroom programmes
  - digital technologies – with the aim to enhance learner engagement in writing
  - building teacher capability (PLD and qualifications) – encouraging and supporting teachers to gain the TESSOL qualification while spending two years in a specialist ESOL team, then returning to their main classroom; teachers rotate through the specialist ESOL team and the ESOL team works with class teachers
- sufficient resources and tools to support language acquisition and learning, units of work and inquiries with language support, as well as ESOL policies and procedures for ESOL, job descriptions and indicators for teacher appraisal.

With this new model and approach to the ESOL programme, staff saw the school as an ESOL school and this led to a shift in the mind-set and role of teachers. Every teacher is a language teacher, and every learner is a language learner.

The school developed clear ESOL policies, procedures and guidelines, guiding principles for programme design, job descriptions and appraisals for ESOL teachers, and expectations that all teachers are language teachers.

The seven key ESOL principles guided the programme design for English language learners. The class teacher provided the first tier of support for English language acquisition. A team of ESOL specialists worked alongside classroom teachers to provide additional support in class, and during individual or group withdrawal programmes focused on explicit teaching for an identified group of learners.[11]

Three years after the review, the school has seen positive shifts in learners' achievement especially for reading and writing. As part of the current ESOL team's inquiry, the next step is to explore and understand bilingualism in the school.

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[11] Guiding Principles for the Design of Programmes for English Language Learners at Mt Roskill Primary School. September 2014.

Targeted programmes or initiatives

In addition to general school-wide practices, some services and schools had specific initiatives or programmes to respond to particular learning priorities for diverse learners. This section includes selected examples of what was working well in these services and schools.

Participation project PDSA (Mangere West Kindergarten)

The head teacher at Mangere West Kindergarten noticed that variable attendance had impacted negatively on learning continuity, so she set about increasing participation with the aim to improve learning. The service implemented Plan-Do-Study-Act (PDSA), 'an iterative, four-stage problem-solving model used for improving a process or carrying out change'.

Attendance was critical for influencing English language acquisition, learning and progression, and parent engagement. The service set an 80 percent attendance target for all learners. Leaders recognised that to encourage a learner's full attendance, staff needed to learn about and understand their home situation, and parents needed to support their children's learning at home. They held several meetings with teachers and parents to discuss the objectives of this initiative and any perceived challenges.

The PDSA model helped the service to track and monitor attendance patterns and collect baseline data. They found a link between fulltime attendance and improved English language acquisition, and between increased attendance and increased parent engagement. Parents and whānau appreciated leaders and teachers helping them to understand the benefits of participation and supporting their children's life-long learning.

Home language and learning stories (Papatoetoe Kindergarten)

Papatoetoe Kindergarten found the use of e-learning portfolios enhanced parent and whānau engagement in their children's learning, and strengthened home-service communication. Learning stories were translated into home languages. Parents found the online e-learning portfolio helped:

- them to support their child's learning at home in their home language
- overseas-based whānau and friends to see, comment and engage in their child's learning
- parents and teachers to provide quick feedback or updates

"My son loves singing Indian songs. Having access to this tool helps him and us to learn the songs at home". (Parent)

"When the children and their families are travelling, they can send us information about what they're doing which we can share with the other learners". (Teacher)

Using quantitative and qualitative data, tracking and monitoring, and internal evaluation (Selwyn College)

Using quantitative and qualitative data to review and improve teaching programmes and practices, and to monitor the progress and achievement of every learner, was lifting achievement and success, especially for target learners (Māori, Pacific and English language learners). All the teaching staff closely monitored learners' progress. Learners took ownership of their work and shared progress and achievement records with their parents and whānau.

Before parent-teacher interviews, refugee parents attended a pre-meeting with Refugee Education for Adults and Families (REAF) who talked with them about their children's learning and achievement, and also attended the parent-teacher interviews. School leaders researched and developed a reciprocal reading tool that helped learners build thinking skills and reading comprehension in a short time. It also encouraged learners to work collaboratively.

School leaders and teachers knew these approaches were working due to the increased number of:

- refugee learners in leadership positions at the school
- Māori, Pacific and refugee learners who achieved NCEA Levels 1, 2, 3 and University Entrance
- Māori and Pacific NCEA achievement rates that surpassed national levels
- scholarships awarded to Māori, Pacific and refugee learners for tertiary education.

"Teachers are friendly and make the effort to get to know us as a person. Also, teachers know the learners through mentor groups [vertical grouping]. Most teachers mentor a cohort of learners throughout their years at Selwyn College. They track academic studies and meet with families/whānau." (Learner)

Discussion and implications

Aotearoa mosaic: valuing cultural and linguistic diversity

The early learning and schooling population in New Zealand is rapidly becoming more diverse. This trend is most apparent in Auckland, which remains New Zealand's most culturally and linguistically diverse city and region. Migration trends also show that Auckland is poised to grow more diverse in the years to come.

Supporting culturally and linguistically diverse (CLD) learners to achieve and succeed is important for two reasons.

Foremost, equity and excellence for all learners are embodied in *Te Whāriki* and *The New Zealand Curriculum* and must be applied in practice. Secondly, acknowledging and embracing diversity brings tangible benefits to individuals and society.

To reap this dividend, we must prepare leaders, teachers, and learners to adapt, respond to and mutually benefit from increasing diversity. Although Auckland is the locus of this evaluation, the findings hold relevance for increasing numbers of education providers throughout New Zealand who are welcoming and supporting new migrants, refugees and their children.

Responsiveness to culturally and linguistically diverse learners' priorities is mixed

Through our work with stakeholders and an evaluation of early learning services and schools, ERO found there is an overall need for services and schools to improve their response to CLD learners. Most of the services and schools knew who these learners were and had, to some extent, taken steps to respond to their language and culture. However, only 37 percent of services and 58 percent of schools intentionally promoted learning by using a home language or cultural lens to support the learner's acquisition of the English language, and to promote engagement with the learner, their parents, whānau and communities.

Yet there are effective practices found across teachers, services and schools

Key features of responsive services and schools included:
- valuing the learner's home language and including it in the curriculum to enrich all learners
- encouraging and supporting learners, their parents and whānau to use their home language
- proactively engaging and developing authentic relationships with the learner's parents and whānau
- strategically appointing bilingual teachers who either spoke the learners' home languages or another language
- leaders and teachers sharing their understanding and expectations for improving learning outcomes for CLD learners
- teachers planning, reflecting and improving their practice
- strategically resourcing relevant professional learning and development (PLD), reading materials, equipment and learning environments
- having wide and deep knowledge of community networks and agencies who could support CLD learners, their parents and whānau's wellbeing.

What did good teaching look like?

Through our evaluation we identified essential knowledge, skills and dispositions for teaching CLD learners including English language learners, and working with their parents and whānau.

The dispositions included:

- **an open-to-learning approach:** knowing who the learner is, their background, experiences, and interests, as well as knowing their parents and whānau, and learning about their cultural community, is fundamental to responding effectively to diverse learners
- **relational trust:** developing genuine, respectful and trusting relationships with the learner, their parents and whānau is a pre-requisite to engaging learners and whānau in learning
- **empathy and genuine support:** showing commitment for CLD learners to achieve and succeed by having high expectations, following through with actions, and following up on learners.

The knowledge and skills were:

- **pedagogical leadership:** planning and implementing effective strategies for teaching English as a second language
- **pedagogical knowledge:** supporting all teaching staff to obtain a relevant qualification such as TESSOL and recognising the benefits for all learners
- **pedagogical practice:** using evidence and research to do better through inquiry and continual improvement of approaches, tools and programmes.

Ways to meet the learning priorities of culturally and linguistically diverse learners

Valuing linguistic diversity sets the tone for also valuing other forms of diversity, and gives all learners the opportunity to learn more about each other and experience cultural differences (Smith, 2004).

Culturally and linguistically diverse learners are likely to make faster progress when they are encouraged to process ideas in their home language, and have access to bilingual support, especially in the early phases of learning English. In responsive early learning services and schools, every teacher is a language teacher.

It is important to celebrate diversity through cultural events, storytelling, food sharing, and other activities. However, for this to work substantially and go beyond a 'heroes and holidays' or 'tourist' approach, services and schools need to employ a variety of methods to meet the priorities of CLD learners.

This evaluation found that at a minimum, all services and schools should consider placing emphasis on the following:

- understanding the changing demographics in their learning community and responding strategically
- getting to know CLD learners, their interests, strengths, and learning priorities
- providing environments where CLD learners and their parents feel safe and comfortable to share their knowledge and experiences
- developing a curriculum that better responds to CLD learners' strengths and interests
- strengthening the curriculum by integrating CLD learners' languages and cultures, and local Māori knowledge
- building teachers' capacity to identify, monitor and report on the learner's progress using relevant tools

- providing appropriate levels of in-class support to ensure academic rigour and challenge
- improving the quality of interactions with learners, particularly in large groups
- carefully planning transitions, making sure learners have a contact person who is known to them, their parents and teachers.

The evaluation further highlights specific areas for policy consideration. ERO has prioritised the key aspects below.
ERO recommends that services and schools:

- develop an engagement strategy for getting to know CLD learners, their parents and whānau
- prioritise the identification of these learners' strengths, interests and learning priorities
- plan and implement teaching strategies appropriate for supporting cultural diversity and English language learning
- increase opportunities for all teachers to obtain the TESSOL qualification.

ERO recommends that The Ministry of Education:

- support the development and sharing of language resources, particularly for early learning services, to encourage children and their whānau to use and maintain their home languages
- review the current provision of professional and learning development, resource materials and tools, given the rapid increase and demand for teaching of CLD learners.
- ensure that ESOL funding to support CLD learners' acquisition of English is tailored to their ongoing learning priorities. Evidence gathered from this evaluation aligns with research that shows, depending on their age, CLD learners' can take between 5-10 years to learn the English language before they are considered competent (Haynes, 2007; Cummins, 2000)

ERO recommends that the education sector:

- aim to build a diverse knowledge base for every teacher, with desired competencies in second language acquisition theory and development, understanding the relationship between language and culture, and an increased ability to affirm the culture of the learners
- promote the integration of the seven ESOL principles into teaching practices to support CLD learners to make both academic and language progress in all curriculum learning areas.

Appendix 1: Quality teaching for culturally and linguistically diverse learners

Major categories of good practice statements	Major statements of good practice (Alton-Lee, 2003)	Specific characteristics of good practice (Franken and McComish, 2005)
Inclusive school	Effective links are created between school and other cultural contexts in which learners are socialised, to facilitate learning.	School practices and policies are inclusive of all languages and cultures and build on these as resources for learning.
Whole school alignment	Curriculum goals and resources, including Information and Communication Technology (ICT) usage, task design, teaching and school practices are effectively aligned.	EAL curriculum goals, resources, and pedagogical practices are aligned with other curriculum teaching and school activities.
Appropriate goals and assessment	Quality teaching is focused on learner achievement (including social outcomes) and facilitates high standards of learner outcomes for heterogeneous groups of learners. Teachers and learners engage constructively in goal-oriented assessment.	Second language assessment is systematic, comprehensive, regular, and meaningful to learners. Assessment reflects developmental aspects of second language learning and literacy acquisition. Goals for second language learners are age appropriate and not limited to performance in easier contexts, or on easier objectives.
Teaching and learning styles	Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities. Pedagogy promotes learning orientations, self-regulation, metacognitive strategies and thoughtful learner discussion.	Learners experience positive classroom environments for interaction. Learning strategies and styles from other language backgrounds and educational contexts are built on constructively. Classes and individuals are taught and helped to become skilful learners, and participate actively in managing their own learning.
Classroom practices	Quality teaching is responsive to children's learning processes. Opportunity to learn is effective and sufficient. Multiple task contexts support learning cycles. Pedagogy scaffolds and provides appropriate feedback on learner's task engagement.	Learners are given sufficient exposure to language input, as well as opportunities to use language in extended contexts. Learners are given language opportunities that allow for significant repetitions and expansion of use. Learners are supported by language scaffolding that facilitates the development of the three goals of restructuring, accuracy and fluency. Learners are given explicit and focused instruction on all aspects of language.
Content of English as an additional language (EAL) teaching		The specification of content of EAL teaching is comprehensive and based on research in second language learning in school contexts. Vocabulary development is targeted, especially academic vocabulary. An appropriate range of texts is encountered.

Appendix 2: Conceptual framework drawn from the research, curricula and English Language Learning Progressions

Aspect	Research findings	Curricula	English Language Learning Progressions (ELLPs)
Inclusive	• Teachers have a clear sense of their own ethnic and cultural identities. • Community members and parents or guardians are encouraged to become involved in learner's education and given a significant voice in making important school decisions related to programmes (such as resources and staffing). • Teachers explicitly teach learners the school's culture and seek to maintain learner's sense of cultural pride and identity. • Teachers have developed a bond with their learners and cease seeing them as 'the other'.	• Leaders and teachers provide a safe learning environment so learners and their whānau can develop a sense of belonging. They will feel welcomed and settled as precursors to learning the English language. • The curriculum is non-sexist, non-racist, and non-discriminatory.	
Coherence	• Teachers are personally committed to achieving equity for all learners and believe they are capable of making a difference. • Teachers are aware and involved in dialogues outside the classroom aimed at achieving a more just and humane society.	• Leaders have a clear vision, develop appropriate goals, and secure resourcing to support the achievement of their vision. • Learners can make smooth transitions within and across educational institutions and there are clear pathways for future learning.	

Know the learner	• Learners' identities, languages, abilities, and talents are recognised. • Multiple sources of information include parents and whānau, portfolios, learning stories, formal and informal assessments, and other agencies who may be supporting the learner and their whānau.	• Know your learners - their language background, their language proficiency, their experiential background. *Questions: What do you know about your learner's language skills? What do you know about their prior knowledge? How will you find out this information? How will it affect your planning?*	• Schools provide an academically challenging curriculum that includes attention to developing higher-level cognitive skills.
Plan for individual learning priorities	• Teachers have high expectations for all learners to succeed. • Learners' identities, languages, abilities, and talents are affirmed and teachers plan how to address identified learning priorities using appropriate assessment tools. • The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. • The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand; all learners have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.	• Identify the learning outcomes including the language demands of the teaching and learning. *Questions: What language do the learners need to complete the task? Do the learners know what the content and language learning outcomes are?* • Maintain and make explicit the same learning outcomes for all the learners. *Questions: How can I make the lesson comprehensible to all learners? How can I plan the learning tasks so that all the learners are actively involved? Do my learners understand the learning outcomes?* • Begin with context-embedded tasks that make the abstract concrete.	• Teachers communicate high expectations for success of all learners and a belief that all learners can succeed. • Curricula include the contributions and perspectives of the different ethno cultural groups that compose the society.
Demonstrate best practice	• Teachers use suitable strategies and relevant contexts to engage learners and to extend their learning. They make good use of resources, including digital technologies to enhance learning, and reflect on their teaching practice. • The curriculum supports and empowers all learners to learn and achieve personal	• Provide multiple opportunities for authentic language use with a focus on learners using academic language. *Questions: Is the language focus on key language? Do I make sure the learners have many opportunities to notice and use new language?*	• Teachers help learners see learning tasks as meaningful. • Teachers provide scaffolding that links the academically challenging curriculum to the cultural resources learners bring to their learning.

	excellence, regardless of their individual circumstances.	• Ensure a balance between receptive and productive language. *Questions: Are the learners using both productive (speaking, writing) and receptive (listening, reading) language in this lesson?* • Include opportunities for monitoring and self-evaluation. *Questions: Am I using 'think aloud' to show learners my strategy use? What opportunities are there for reflection and self-evaluation?*	• Instruction focuses on learners creating meaning about content in an interactive and collaborative learning environment.

Appendix 3: Evaluation questions

Stakeholders: Sector responsiveness

- What are the opportunities and challenges for culturally and linguistically diverse (CLD) learners to be successful in education, training, and employment?
- What are the critical factors for CLD learners to be successful?
- Which Auckland schools and services are responding well to CLD learners?
- How does your agency/organisation support or provide advice to the families, schools and services to work collaboratively to enable CLD learners to succeed?
- What are the opportunities for families new to New Zealand to learn about our bicultural society from agencies, schools or services?

How do the teachers know the learners?	• How do they:
	  o Know they have accurate demographic data?
	  o Find out strengths, interests and needs?
	  o Link with and use the expertise of parents/ agencies/MoE/earlier education services to know about the learners?
	• What are their beliefs about the strengths and needs for individual learners and their expectations for learning (English language learning, maintenance/retaining home language/ako - learning with others)?

How do teachers respond?	• How do they:
	  o Identify language learning priorities (do they know the strength of the learner's first and second languages)?
	  o Design and orchestrate a curriculum recognising the complexity required to benefit all learners?
	  o Link to parents/agencies/trained teacher aides/ resources?
	  o Resource strategically (role of the Board/ manager/Association)?
	• How do leaders ensure teachers have the capacity to respond?
	  o PLD or agency/expertise support (Who has what qualifications)?
	  o Resources used to build capability?
	  o Employment (reflection of learner's cultures)?
	  o Board/manager/association reflection of the community they support?

How do teachers monitor outcomes and review practices?	• What were/are the expected outcomes? (look for urgency about being able to access the curriculum and not just learn English)
	• What are the actual outcomes? (this one is really hard – could see communication and belonging dispositions in ECE and ELLP in schools)
	• How do they:
	  o Monitor progress?
	  o Review (teacher, leader, Board /governance levels)?

          ○ Respond to any review – improvements in practices, professional learning, support, resources etc. (by teacher, leaders, board/ governance)?
- What do they think would help them improve their practice for better outcomes?

Services and schools: Knowing and responding to the CLD learners

Services and schools: Identifying effective practice

How do the selected services and schools effectively respond to CLD learners? What does it look for leaders, teachers, learners and their parents?

Leaders

How does strategic and pedagogical leadership practice support CLD learners, their parents, and families/whānau?

- How do you get to know your CLD learners (migrants, refugees, Māori, Pacific)?
- How do you respond to your diverse learners?
- How do you promote wellbeing and social cohesion?
- How do families/whānau new to NZ learn about our bicultural society in this service/school?
- What's working and how do you know?
- How do you create educationally powerful connections with the parents, families/whānau?
- What knowledge, skills and dispositions are needed to respond effectively to CLD learners, their parents and families/whānau?
- What advice would you give to another leader of CLD learners?

Teachers

How does teacher knowledge and capability improve learning outcomes for CLD learners?

- How do you get to know your CLD learners (migrants, refugees, Māori, Pacific)?
- How do you respond to your diverse learners?
- How do you promote wellbeing and social cohesion?
- How do families/whānau new to NZ learn about our bicultural society in this service/school?
- What's working and how do you know?
- How do you create educationally powerful connections with the parents, families/whānau?
- What knowledge, skills and dispositions are needed to respond effectively to CLD learners, their parents and families/whānau?
- What advice would you give to another teacher of CLD learners?

Parents

How do partnerships with parents of the CLD learner positively impact on their child's achievement and wellbeing?

- What was it like to start and settle your child at a new service/school in a new country? (migrant and refugee parents only)
- What did you find easy/hard?
- What support did you receive from the service/school? From other agencies? Anyone else that supported you and your whānau/family? How?
- How does the service/school include you in your child's learning?
- What do you know about how well your child is doing?
- What advice would you give to another parent of a CLD learner?
- If we're asked, what feedback could we give the service/school about your experience?

Children (primary, intermediate and secondary)

How does your teacher support you to understand what you're learning and why?

- What is it like to start at a new school in a new country? (migrant and refugee children only)
- What is your school like? What you like about it?
- What did you find easy/hard?
- What support did you receive from your school? Anyone else that helped you? How?
- How does the school include your parents in your learning?
- Can you describe:
o what are you learning?
o do you know why you are learning about this?
o do you know what are you going to do next?
o do you know where you're going with your learning?
- What advice would you give to another CLD learner?
- If we're asked, what feedback could we give the school about your experience?

Appendix 4: Schools and services surveyed in this evaluation

Table 1: School/service type[12]

School/service type	Number of schools/services in sample	Percentage of schools/services in sample	Auckland percentage of schools/services
Education and care service	52	46	55
Other early childhood service[13]	22	20	15
Primary[14]	21	19	22
Secondary[15]	12	11	4
Other schools[16]	5	4	4
Total	112	100	100

The school and service types in this evaluation are not representative[17] of the schools and services in Auckland. There are fewer education and care services, and more secondary schools, than would be expected.

Table 2: Locality of schools/services

Locality	Number of schools/services in sample	Percentage of schools/services in sample	Auckland percentage of schools/services
Main urban	100	89	90
Other urban[18]	6	6	5
Rural	6	5	5
Total	112	100	100

The locality of the schools and services in the sample did not differ significantly from the locality of Auckland schools and services overall.

Table 3: Decile group of schools

Decile group	Number of schools in sample	Percentage of schools in sample	Auckland percentage of schools
Low	22	58	36
Middle	6	16	30
High	10	26	34
Total	38	100	100

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[12] The differences between observed and expected values in Tables 1-6 were tested using a Chi square test. The level of statistical significance was $p < 0.05$.

[13] 'Other early childhood service' includes kindergartens, Playcentres, casual education and care services and hospital-based services. These service types have been grouped due to the low number of services of each type.

[14] Includes both contributing and full primary schools.

[15] Includes secondary schools with Years 7-15 and Years 9-15.

[16] Includes intermediate, special schools and composite (Years 1-15) schools. This is due to the low number of schools of each type.

[17] The Auckland percentage of each school/service type is based on the total population of schools as at 3 March 2015.

[18] Includes both secondary and minor urban areas. They are combined due to the small number of each type.

The decile groupings of the schools in this evaluation is not representative of schools in Auckland. There were more of the lower decile and fewer middle decile schools than expected.

Table 4: EQI of services

EQI rating	Number of services in sample	Percentage of services in sample	Auckland percentage of services
Unknown/not applicable	6	8	10
1	11	15	7
2	6	8	7
3	8	11	7
4	9	12	10
5+	34	46	59
Total	74	100	100

There were more services in this evaluation with EQI 1, and fewer with EQI 5+, than is representative of services in Auckland.

Table 5: Roll group of schools

Roll group[19]	Number of schools in sample	Percentage of schools in sample	Auckland percentage of schools
Very small/small	4	10	9
Medium	10	26	29
Large	15	40	32
Very large	9	24	30
Total	38	100	100

The schools in this evaluation were representative of Auckland schools for roll size.

Table 6: Roll group of services

Roll group	Number of services in sample	Percentage of services in sample	Auckland percentage of services
1-50 children	54	73	58
51+ children	20	27	42
Total	74	100	100

The sample contained more services where the roll was 1-50 children, than is representative of the Auckland population.

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[19] School roll size groups differ by school type. For primary and composite schools: Very Small (1-30); Small (31-100); Medium (101-300); Large (301-500); Very Large (501 or more). For secondary schools: Very Small (1-100); Small (101-400); Medium (401-800); Large (801-1500); Very Large (1501 or more).

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