Planning quality courses and programmes for ELLs requires a principled approach. The eight New Zealand Curriculum principles “put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity” (p.9). These principles provide the “foundations for curriculum decision making” and should underpin course planning, prioritising and review.

**NZ Curriculum**
- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

It is also important to incorporate the seven ESOL teaching and learning principles into course planning to integrate content and language teaching so that ELLs can make both academic and language progress in New Zealand Curriculum learning areas. These ESOL principles are key components of effective teaching for Pasifika learners. Positive learning-focused student-teacher relationships are vital and underpin every principle.

Are these principles explicit in the courses you are designing for your ELLs this year?

**ESOL Principles**
- Know your learner.
- Identify the learning outcomes including the language demands of the teaching and learning.
- Maintain and make explicit the same learning outcomes for all the learners.
- Begin with context-embedded tasks which make the abstract concrete.
- Provide multiple opportunities for authentic language use with a focus on learners using academic language.
- Ensure a balance between receptive and productive language use.
- Include opportunities for monitoring and evaluation.

Further information about course planning for ELLs, including links to these principles, as well as planning templates and models, is available on ESOL Online. See the sidebar for these web pages. Contact your regional facilitator for support in ESOL course planning.