Effective Leadership and Pedagogy for English Language Learners (ELLs) - a description of the roles of leaders and specialist teachers of ELL ākonga

Indicators specific to leaders and teachers of ELL ākonga have been aligned to the key indicators of the Registered Teacher Criteria by the national team of secondary PLD facilitators for ELLs at Te Tapuae o Rehua. The intention is that these indicators can be used for reviewing teaching and leadership roles. They can be adapted as required for your school context.

Leaders and teachers of ELLs need to develop and maintain relationships with:

- The bi/multilingual ākonga learning English. This group includes English language learners (ELLs) from migrant and refugee backgrounds, fee paying international ākonga, international exchange ākonga and those transitioning from kura kaupapa. There are many bi/multilingual ākonga who have been in New Zealand for much of their formal education or for all of their lives.
- Parents / guardians, whanau, home-stay hosts and community representatives who support the learning and well-being of ELLs. Members of the BOT who are charged with providing strategic direction and policies in support of the learning and well-being of all ELLs.
- Senior managers who are charged with ensuring there are procedures and practices to support the learning and well-being of all ELLs.
- Middle leaders including specialist teachers of ELLs, leaders from all learning areas, Deans, Managers of fee paying international students, careers specialists, counsellors and others who support the learning and well-being of ELL ākonga.
- All teachers who teach ELL ākonga.
- Language assistants, interpreters, teacher aides and others who support the learning and well-being of ELLs.
### Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

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<th>Registered Teacher Criteria</th>
<th>Key indicators</th>
<th>Indicators specific to leaders and teachers of ELL ākonga</th>
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| 1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga | i. engage in ethical, respectful, positive and collaborative professional relationships with key stakeholders e.g. ākonga, teaching colleagues, support staff and other professionals, whānau and other carers of ākonga, agencies, groups and individuals in the community | Establishing and maintaining effective professional relationships focussed on the well-being of ākonga can be indicated by:  
   i. deliberately establishing respectful, positive and collaborative relationships with the ākonga, their parents / guardians and whanau, recognising that there may be the need to employ a professional trained interpreter to ensure communication is correctly received and given  
   ii. recognising, celebrating and advocating for the language and cultural strengths the ELL ākonga brings. These language strengths can be known as additive dynamic bilingualism or multilingualism |
| 2. demonstrate commitment to promoting the well-being of all ākonga | i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe  
   ii. acknowledge and respect the languages, heritages and cultures of all ākonga  
   iii. comply with relevant regulatory and statutory requirements | Providing a safe learning environment for ELL ākonga can be indicated by:  
   i. recognising, affirming and building on the diverse languages, cultures and identities of ELL ākonga  
   ii. compliance with all policies and practices that promote safe learning environments e.g. The Code of Practice, School Policies  
   iii. the deliberate strengthening and advocating for dynamic bilingualism / multilingualism which recognises the path to bilingualism / multilingualism is a dynamic rather than a linear process  
   iv. the deliberate strengthening and advocating for safe classroom and school culture which includes the relationships between students, between students and teachers and between staff. |
|   | 3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand | i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi | Bi-cultural understanding in respect of ELL ākonga can be indicated by:  
 i. developing the ELL ākonga understanding and appreciation of aspects of both partners to the Treaty of Waitangi which would include Maori and other histories, languages and cultures |
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|   | 4. demonstrate commitment to ongoing professional learning and development of personal professional practice | i. identify professional learning goals in consultation with colleagues  
 ii. participate responsively in professional learning opportunities within the learning community  
 iii. initiate learning opportunities to advance personal professional knowledge and skills | The development of professional learning goals in respect of ELL ākonga can be indicated by:  
 i. accessing the professional knowledge and expertise of colleagues and local Professional Learning Communities (PLC)  
 ii. accessing the professional knowledge and expertise of outside providers e.g. ELLs facilitators, post-grad TESSOL qualifications  
 iii. accessing other communities of practice e.g. the Virtual Learning Network (VLN), NZQA Best Practice Workshops |
|   | 5. show leadership that contributes to effective teaching and learning | i. actively contribute to the professional learning community  
 ii. undertake areas of responsibility effectively | Leadership that contributes to effective teaching and learning of ELL ākonga can be indicated by:  
 i. active engagement in relevant meetings e.g. HOD/HOF/TIC meetings, ELLs Department meetings  
 ii. professional development of mainstream teachers to help ELL ākonga develop competencies in language learning in all learning areas. |
## Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

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<th>Indicators for specialist teachers and leaders of ELLs</th>
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| 6. conceptualise, plan and implement an appropriate learning programme | i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice  
   ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents | Teaching programmes that appropriately cater for a wide range of ELL ākonga can be indicated by:  
   i. teaching programmes that are designed to respond to and meet the diverse English language learning needs that have been appropriately diagnosed and assessed. Progress is monitored using the English Language Learning Progressions (ELLP). These stages can be used for funding purposes  
   ii. teaching programmes that incorporate and demonstrate an understanding of NZC vision, principles, values, key competencies, learning areas and language (p.16)  
   iii. teaching programmes that provide pathways open for ELL ākonga to achieve their academic / vocational aspirations. |
| 7. promote a collaborative, inclusive and supportive learning environment | i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga  
   ii. foster trust, respect and cooperation with and among ākonga | A collaborative, inclusive and supportive learning environment for ELL ākonga can be indicated by:  
   i. the explicit use of the principles of effective teaching and learning for ELLs  
   ii. the use of a range of interactive approaches and strategies as appropriate - see examples www.esonline.tki.org.nz  
   iii. classroom interactions that exhibit respect and appreciation for all identities, cultures and languages |
| 8. demonstrate in practice their knowledge and understanding of how ākonga learn | i. enable ākonga to make connections between their prior experiences and learning and their current learning activities  
ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts  
iii. encourage ākonga to take responsibility for their own learning and behaviour  
iv. assist ākonga to think critically about information and ideas and to reflect on their learning | Knowledge and understanding of how ELL ākonga learn can be indicated by:  
i. effective pedagogies that affirm and build on the strengths of language, cultures and identities that prepare and support ELL ākonga for learning in a range of learning areas  
ii. effective pedagogies that enable ELL ākonga to engage with and challenge themselves with using language in new ways and to express new ideas  
iii. effective pedagogies that support effective self-managed language learning  
v. effective pedagogies that support engagement with critical thinking and communication of ideas. |
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| 9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga | i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand  
ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga  
iii. modify teaching approaches to address the needs of individuals and groups of ākonga | Knowledge and understanding of social and cultural influences on learning can be indicated by:  
i. the active encouragement and use of all ELL ākonga home languages and cultural understandings  
ii. the selection of resources, technologies, teaching, learning and assessment activities that are effective for diverse ELL ākonga and actively promote inclusive approaches  
iii. the scaffolding of activities so that ELL ākonga are engaged in cognitively challenging learning at an age-appropriate level. |
| 10. work effectively within the bicultural context of Aotearoa New Zealand | i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context  
ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning | The bicultural context of Aotearoa New Zealand can be indicated by:  
i. the incorporation of Māori values, language and culture in teaching  
ii. the appropriate identification of and active response to the educational aspirations of ELL ākonga transitioning from Maori medium. This would include actively building on their language and cultural strengths and by providing open pathways to achieve their academic / vocational aspirations. |
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| 11. analyse and appropriately use assessment information, which has been gathered formally and informally | i. analyse assessment information to reflect on and evaluate the effectiveness of the teaching  
ii. communicate assessment and achievement information to relevant members of the learning community  
iii. foster involvement of whānau in the collection and use of information about the learning of ākonga | The appropriate use of assessment information, which has been gathered formally and informally can be indicated by:  
i. the identification of ELL ākonga at enrolment with their strengths and needs analysed  
ii. the establishment of guidelines for the placement of ELL ākonga in levels and teaching programmes, based on analysis of appropriate assessment and achievement data  
iii. collaboration with SMT to interview parents / guardians with a professional, trained interpreter, as required, and /or source bilingual questionnaires to gather the educational background, educational aspirations and other relevant information about the ELL ākonga  
iv. teachers and leaders understand the accelerated rate of progress that ELL ākonga need to make to learn and achieve at national curriculum expectations and are skilled at assisting ELL ākonga to achieve this accelerated progress  
v. analyse achievement data to show specific strengths and gaps in particular groups of ELL ākonga |
| 12. use critical inquiry and problem-solving effectively in their professional practice | vi. use ELLP to monitor and track the English language learning progress of ELL ākonga  
   viii. share appropriate assessment information about ELL ākonga with all key people including the BOT in a relevant and purposeful way | The critical inquiry and problem-solving approach to promote effective teaching and learning of ELL ākonga can be indicated by:  
   i. embedding in practice the teaching as inquiry model by: establishing a baseline using all available information including information about languages, cultures and identities and information about English language competency. as described by the ELLP matrices and as modelled in the English Language Intensive Programme, ELIP, to determine what they have already learned and what they need to learn next  
   ii. intentionally seeking input and feedback from parents / guardians whanau, community and others who support the learning and well-being of ELL ākonga by listening to and responding professionally through well-developed Home School Partnerships - HSP  
   iii. engaging in systematic reflective practice to deepen professional knowledge including the critical reading of professional literature e.g. TESOLANZ journals, actively participating in professional communities’ e.g. professional learning communities, ESOLonline and VLN. |