

# Welcome to Sanderson Middle School INTENSIVE ENGLISH UNIT MIEU



RESPECT COMPASSION FAIR GO INTEGRITY



## Welcome to Intensive English Unit

Welcome to Sanderson Middle School. The school offers a balanced educational program that meets the needs of every student. We ensure that our students participate in engaging, authentic learning programs.

Sanderson Middle School Intensive English Unit (MIEU) caters for the learning needs of middle school students who have recently arrived in Australia:

- For whom English is an Additional Language or Dialect (EALD).

or

- Who come from communities where Standard Australian English (SAE) is not widely used.

Students enrolled in the Sanderson Middle School MIEU are aged between 11 and 14 years at enrolment and have been assessed as requiring age appropriate intensive English language instruction through targeted English as an Additional Language or Dialect teaching and student-centred methods.

### ENROLMENT

On enrolment in the MIEU, each student's English language development is assessed to enable placement into an English class at an appropriate level (**see the English as an Additional Language or Dialect Learning Progression Information on page 5**). Results of placement tests in oral and written English, a written math test and prior access to schooling are used to determine the appropriate level for each student. Students in the MIEU are grouped in classes according to their English language development and their ability to access the Australian Curriculum.

## Our School Mission:

At Sanderson Middle School we provide an excellent education in a safe and supportive environment. We encourage our students to be fully prepared to deal with contemporary challenges. We guide our students to act with respect, compassion, integrity and to give everyone a fair go at all times.

We ensure that students participate in engaging and authentic learning programs by offering an excellent educational program that meets the needs of every student. The school's emphasis is on making sure that what students learn is interesting, relevant and achievable with a strong focus on literacy and numeracy.

**MIEU staff include Specialist Intensive English Teachers, Mainstream Subject Teachers and Home Language Officers**



## MIEU students are a highly diverse group, including those:

- born overseas and beginning middle school with minimal or no exposure to English.
- entering middle school with little or no exposure to English, but with consistent and formal education in their home language at the expected year level.
- entering middle school with little or no exposure to English, but with little or no previous formal schooling.
- entering middle school with some exposure to English, spoken and/or written.



## MIEU Programs

The MIEU programs aim to teach English language skills in reading, writing, speaking and listening in a supportive environment where students feel comfortable to practise their developing English skills across the curriculum.

The primary outcomes for students in the MIEU are to:

- acquire English language skills and knowledge to communicate effectively in school and in the wider community
- develop reading, writing, speaking and listening skills in English, to enable students to access and to meet the demands of mainstream middle school education and to access further studies in senior school and beyond in Australia.
- learn the processes and study requirements of Australian schools.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT LEARNING PROGRESSION

The English as an Additional Language or Dialect learning progression accommodates this diversity by providing broad descriptions of the characteristics of learner groups at each of four phases of English language learning. Students of any age may be in any of the language learning phases listed on page 5.

For further information: [http://www.acara.edu.au/verve/\\_resources/EALD\\_Resource\\_-\\_EALD\\_Learning\\_Progression.pdf](http://www.acara.edu.au/verve/_resources/EALD_Resource_-_EALD_Learning_Progression.pdf)

## **Beginning English Phase**

Students have a beginning knowledge of Standard Australian English. In a familiar learning environment they are beginning to engage with simple English language tasks. As the student is new to learning English, they have difficulty demonstrating their understanding of the curriculum through English language.

## **Emerging English Phase**

Students have a growing knowledge of Standard Australian English. They continue to benefit from the use of home language to clarify and confirm understanding. Students require assistance to produce written and spoken English for learning. Students require support to demonstrate their understanding of the curriculum through English.

## **Developing English Phase**

Students have a developing knowledge of Standard Australian English. They are producing increasingly extended pieces of written and spoken English. Students may continue to use their home language to support their understanding of the curriculum. They require support to extend their knowledge of subject specific language.

## **Consolidating English Phase**

Students have a sound knowledge of Standard Australian English with an increasing ability to use both spoken and written English for a range of precise purposes. They may still require support to develop their understanding of more sophisticated grammar structures and specific topics of study that require cultural knowledge and understanding of Standard Australian English.

# MIEU Pathways

Students move through the different classes according to their NTCF ESL levels for listening, speaking, reading and writing.

KEY: L – Listening    S – Speaking    R - Reading    W – Writing  
 P – Progressing    A - Achieved

Beginning English Phase		Emerging English Phase	Developing English Phase	Consolidating English Phase
Class 1	Class 2	Class 3	Class 4	Mainstream
Entry	Entry	Entry	Entry	Entry
BL1,2,3 and Level 1 in LSRW	Entry	Entry	Entry	Entry
	L – 2P S – 2P	L – 3P S – 3P	L – 4P S – 4P	L – 5P S – 5P
	R – 2P W – 2P	R – 3P W – 3P	R – 4P W – 4P	R – 5P W – 5P
Exit	Exit	Exit	Exit	Exit
L – 2P S – 2P	L – 3P S – 3P	L – 4P S – 4P	L – 5P S – 5P	L – 6P S – 5A
R – 2P W – 2p	R – 3P W – 3P	R – 4P W – 4P	R – 5P W – 5P	R – 5A W – 5A

The time taken to move from one level to the next will vary depending on a number of factors including the student's:

- level of English language skills on arrival
- previous educational experience
- literacy in his or her first language
- commitment to his or her own independent study including attendance, completion and revision of class work, reading, homework and completion of assessment tasks.



## **Studying in the MIEU**

In the MIEU students in classes 1\_1, 1\_2 and 1\_3 study within the unit until they progress to class 1\_4 where they study English within the unit and 4 subjects in the mainstream.

Students are able to access mainstream Australian Curriculum Mathematics courses in Years 7, 8 and 9, if they have high level mathematical skills and sufficient English language to enable them to be successful and may advance beyond the IEU earlier for Math studies

## **Exiting the MIEU**

Students are recommended to exit the MIEU either when they demonstrate the English skills necessary to be successful in mainstream middle school studies or to transition to senior school at the end of year 9.

## Beginning English Phase

### CLASS 1\_1

BL 1, 2, 3 and Level 1

Reading, Writing, Listening, Speaking

Each week students have

#### **Pastoral Care**

12 hours Intensive

#### **AC English**

4 hours **AC Math** (MIEU or Mainstream)

& access to

**AC Humanities &  
Social Sciences**

**AC Design & Technology**

**AC HPE**

**AC Visual Arts**

**AC Digital Technology**

#### **Exiting Levels**

**L – 2P**

**S – 2P**

**R – 2P**

**W – 2P**

## Beginning English Phase

### CLASS 1\_2

Level 2

Reading, Writing, Listening, Speaking

Each week students have

#### **Pastoral Care**

12 hours Intensive **AC English** with an  
element of integrated

language of science

4 hours **AC Math** (MIEU or  
Mainstream)

& access to

**AC Humanities & Social Sciences**

**AC Design & Technology**

**AC HPE**

**AC Visual Arts**

**AC Digital Technology**

#### **Exiting Levels**

**L – 3P**

**S – 3P**

**R – 3P**

**W – 3P**

## Transitioning from:

BEGINNING LEVEL – BL1, BL2, BL3 and Level 1 to Level 2 is on a case-by-case basis

AC – (age-appropriate) Australian Curriculum



## Emerging English Phase

CLASS 1\_3

Level 3

Reading, Writing, Listening, Speaking

Each week students have

### Pastoral Care

12 hours Intensive **AC English**

4 hours **AC Math** (MIEU or Mainstream)

4 hours **AC Humanities & Social Sciences**

(History, Geography, Civics & citizenship)

2 MIEU Semester long **OPTIONS**

**AC Science**

**AC Design & Technology**

**AC HPE**

**AC Visual Arts**

**AC Digital Technology**

**Exiting Levels**

L – 4P

S – 4P

R – 4P

W – 4P

## Developing English Phase

CLASS 1\_4

Level 4

Reading, Writing, Listening, Speaking

Each week students have

### Pastoral Care

8 hours Intensive AC English

### MAINSTREAM ESSENTIALS

4 hours **AC Math** (Mainstream)

4 hours **AC Humanities & Social Sciences**

(History, Geography, Civics & citizenship)

### MAINSTREAM OPTIONS

**AC Science**

**AC Technology Studies**

**AC HPE**

**AC Arts**

**Exiting Levels**

L – 5P

S – 5P

R – 5P

W – 5P



## Student Placement and Progress

Assessment of the English language development of students attending the MIEU is based on the evidence of students' learning in speaking, listening, reading and writing Standard Australian English (SAE) across learning areas applying the:

- NT ESL Levels that measure and guide the communication, socio-cultural understandings, language structures and features and learning-how-to-learn skills that English as an Additional Language or Dialect students demonstrate, or need to demonstrate in their evidence of learning.
- ACARA English as an Additional Language or Dialect Teacher Resource (Overview and English as an Additional Language or Dialect Learning Progression) that provides Teachers with information on English as an Additional Language or Dialect learning progression and provides pedagogical advice.

## Reporting to Parents/Guardians

Semesters reports are sent home at the end of Semesters 1 and 2 to inform the parents/guardians of student progress and achievement. Parents/guardians are invited to attend Parent Teacher Interviews to discuss student progress and achievement.

Home Language Officers may act as interpreters to assist with communication.

Teachers and Home Language Officers are available to speak to parents at other times. To speak to a staff member or to arrange for a meeting, parents/guardians need to contact the school to make an appointment. At the time of booking, they will need to advise if interpreters are needed.

Contact Details: (08) 8927 8899

## Glossary

Intensive English Units are located on some primary, middle and senior school campuses where specialised instruction of SAE is provided for newly-arrived migrant, refugee and asylum seeker students.

Standard Australian English (SAE) is the variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Dialect refers to regional or social variety of a language distinguished from other varieties of that language by different pronunciation, grammar or vocabulary.

Home language is the language predominantly spoken in the home.

Targeted EAL/D teaching is the intentional teaching of Standard Australian English driven by the curriculum content and demands. It is teaching cognisant of students' varied cultural and linguistic backgrounds and employs informed EAL/D pedagogy.

Teaching Teams are Senior Teachers and classroom/learning area Teachers, along with the Home Language Officers and/or the EAL Teachers.

## RELATED POLICY, LEGISLATION & DOCUMENTS

- <http://www.education.nt.gov.au/teachers-educators/assessment-reporting/a-e-reporting>
- Student Enrolment Procedures Policy
- [http://www.acara.edu.au/verve/\\_resources/EALD\\_Resource\\_-\\_EALD\\_Learning\\_Progression.pdf](http://www.acara.edu.au/verve/_resources/EALD_Resource_-_EALD_Learning_Progression.pdf)
- Student Diversity Advice Materials. Australian Curriculum (ACARA)
- Aboriginal and Torres Strait Islander (ATSI) Education Plan <http://education.gov.au/aboriginal-and-torres-strait-islander-education-action-plan-2010-2014-0>

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