



Department of Education and
Early Childhood Development

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International Education Division

International Student Program - Intensive English Language Program (IELP) Guidelines

The International Student Program IELP Guidelines have been established to provide guidance to accredited schools in the provision of a high quality and robust International Student IELP. These guidelines also aim to foster a culture of continuous improvement and provide IELP schools with a tool to meet ESOS legislative requirements. The Guidelines refer to areas of program provision and operation which are considered effective practice in high quality IELP delivery to international students, pertaining to physical facilities, staffing, program provision, student assessment, orientation, host school liaison, student care & welfare arrangements and record keeping.

These Guidelines can be used by schools to effectively plan and deliver a high quality and robust International Student IELP. The IELP Guidelines also align with the ISP Quality Standards for schools and the International Education Division's overarching Quality Assurance Framework.

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Component	Outcome	Performance Indicators	Resources/Notes
<p>Guideline 1</p> <p>Physical facilities</p>	<p>The area/s in the school designated for the IELP are educationally and environmentally appropriate</p> <p>Equipment and furniture are appropriate for students' and teachers' needs.</p>	<p>Teaching spaces are large enough to allow for a range of class groupings.</p> <p>There is sufficient safe storage for consumables, resources and equipment.</p> <p>There are sufficient display areas to allow for visual supports for learning.</p> <p>Spaces are light, well ventilated and free from noise interference.</p> <p>Teachers and SWCs have access to a private counselling space.</p> <p>Adequate space for teacher preparation and student interviews is available.</p> <p>Students have access to a lunch space which meets the needs of international students.</p> <p>There are adequate display resources e.g. pinboards.</p> <p>Teachers and students have access to teaching resources and appropriate equipment such as computers, CD players, overhead projectors and interactive whiteboards.</p> <p>Educational equipment necessary for second language teaching is available, well maintained and updated as needed.</p>	<p>School Reference Guide http://www.education.vic.gov.au/management/governance/referen-ceguide/</p> <p>Notes: Refer to Office of Government Schools (OGSE) for further information pertaining to all Victorian Government School classrooms.</p>

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<p>Guideline 2</p> <p>Staffing</p>	<p>ESL teachers working in the IELP have approved ESL qualifications and relevant experience.</p> <p>Subject teachers working in the IELP demonstrate an appropriate level of ESL aware teaching practices.</p> <p>Staff involved in the IELP are culturally aware in their dealings with students and families/carers.</p> <p>All staff are given access to appropriate professional development programs and are encouraged to pursue their own professional development</p>	<p>ESL teachers teaching the intensive ESL component (80%):</p> <ul style="list-style-type: none"> • have VIT approved ESL qualifications • have experience in teaching ESL students at the early stages of the ESL learning pathway • have experience in teaching ESL in the context of preparing students for schooling in Australia • have an understanding of the language and curriculum demands of the relevant level of schooling eg VCE • have an understanding of intercultural issues. <p>Subject teachers teaching in the remaining component of the IELP:</p> <ul style="list-style-type: none"> • have significant experience teaching educationally and linguistically diverse students • use teaching practices which exemplify an awareness of the need to teach the academic language and literacy of their subject areas appropriate for the year level • have undertaken and/or are willing to undertake professional development in this area. <p>Staff involved in the IELP:</p> <ul style="list-style-type: none"> • have experience in working with culturally and linguistically diverse communities • have undergone or are prepared to undergo cultural awareness and intercultural training. <p>A component of the school's professional development program targets the specific needs of international students and of the schools' culturally and linguistically diverse population.</p> <p>Staff representatives are supported to attend relevant external professional development and processes are in place for sharing experiences and findings, eg staff meetings.</p>	<p>International Student ESL Handbook</p> <p>VIT website: www.vit.vic.edu.au/content.asp?Document_ID=1</p> <p>Teaching ESL in the Mainstream Classroom - (TESMIC) Professional Development Course</p> <p>ESL learners in the middle years – Strategies for the mainstream classroom (Video)</p> <p>The Languages and Multicultural Resource Centre has an online catalogue: http://www.sofweb.vic.edu.au/lem/lmerc/lborrow.htm</p> <p>Vic TESOL: www.vatme.vic.edu.au</p> <p>The ESL home site has professional learning links: http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm</p> <p>School Staff performance and development plans</p>

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<p>Guideline 2 Staffing (continued)</p>	<p>Staffing structures reflect a commitment to meeting the curriculum and welfare needs of students within the IELP</p>	<p>Established procedures and IELP program documentation support the induction of new staff.</p> <p>Staff are expected to attend relevant regional network meetings.</p> <p>Cultural information relating to specific learner groups is made available to staff.</p> <p>Schools appoint an ESL qualified teacher to manage the IELP and be the key contact point for the program.</p> <p>School role and responsibility statements address the specific curriculum and welfare needs of international students.</p> <p>Bilingual support is available to the IELP.</p>	<p>ESL regional project officers</p> <p>School induction handbooks & policy</p> <p>School Staff Handbook</p> <p>ESL Curriculum documents</p> <p>School Staff Roles & Organisational Duties</p>

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<p>Guideline 3</p> <p>Orientation</p>	<p>The IELP supports the host school in delivering an ongoing orientation program that provides students with information to help them adjust to living and studying in Victoria.</p> <p>The IELP provides students with an ongoing orientation program that focuses on introducing the language, information and skills needed to help them function effectively in Victorian schools and the community.</p>	<p>The IELP provides an ongoing orientation program which compliments the host school's orientation program and includes information regarding:</p> <ul style="list-style-type: none"> • the school (including staff roles) and its academic programs • general support services and special programs • the IELP • Student Code of Conduct • visa conditions (translated) • general health care • local area including shops and services • transport between school and homestay • dispute resolution procedures • key policies • legal rights and responsibilities. <p>The IELP provides students with an orientation handbook relevant to the IELP.</p> <p>Time is made available for IELP staff to liaise with the host schools in relation to orientation.</p> <p>IELPS use the orientation checklist provided by the host school to guide planning for the IELP orientation program.</p> <p>The IELP orientation program includes:</p> <ul style="list-style-type: none"> • introducing functional language for both academic and social purposes needed to operate in a school environment • introducing functional language needed to operate in the community eg shops, transport, medical services • introduction to ways students learn in Australia • exposure to the kinds of written and spoken texts students will encounter. 	<p>School rules (Translated)</p> <p>School diary</p> <p>Key Policies document (translated)</p> <p>Orientation Program Checklist</p> <p>ISANA Rainbow Guide</p> <p>ISANA – ESOS Rights and Responsibilities animations:</p> <p>For further information on aspects of orientation covered by schools and IELPs see: International Student ESL Handbook</p> <p>School Course outlines</p> <p>ISP Quality Standards – Standard 4 (<i>Orientation</i>)</p> <p>SRK chapter 7</p>

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<p>Guideline 4</p> <p>Program provision and school level reporting</p>	<p>The IELP adopts the ISP Quality Assurance Framework’s guiding principles which demonstrate:</p> <p>High ethical standards – by ensuring all parties commit to accuracy, honesty and timeliness, accept their responsibilities and operate with a view to the best interest of students at all times</p> <p>Excellent client services – by showing cultural sensitivity and efficient procedures and systems</p> <p>Commitment to accountability – by providing high quality information to demonstrate the quality of Victoria’s international student program</p> <p>High level of care – by ensuring that all students enjoy a safe and supportive international experience for the duration of their time in Victoria</p> <p>Building relationships – by implementing regular and open communication across all levels of the program and sustaining contact with students beyond the initial experience</p> <p>Strengthening capacity – by implementing strategies across all levels of the program to ensure that the program delivers high quality outcomes and continues to improve.</p>	<p>The IELP is an integral feature of the School Strategic Plan and the Annual Implementation Plan.</p> <p>The IELP develops processes for student and host school feedback on the level and quality of:</p> <ul style="list-style-type: none"> • school services and support • orientation program • IELP program. <p>This information is used to inform IELP schools of areas for improvement.</p> <p>Schools and ELS/Cs adequately resource the IELP in accordance with the number of students by:</p> <ul style="list-style-type: none"> • appointing an IELP coordinator with appropriate level of responsibility and a time allocation in accordance with program size • appointing teaching staff for the IELP to allow for class sizes of no more than 15 students • appointing support staff for the program e.g bilingual support • providing a separate and discreet budget for the IELP based on the number of international student enrolments. • purchasing and making accessible a range of resources to suit different levels and purposes eg self access materials. <p>IELP schools provide time for IELP teachers to meet regularly, and with mainstream teachers as appropriate, to plan and review curriculum and to monitor individual learning needs.</p> <p>The ESL curriculum is regularly reviewed and modified as needed based on:</p> <ul style="list-style-type: none"> • student feedback • student assessment • IELP teacher and mainstream teacher feedback 	<p>Strategic Plan & Annual Implementation Plan</p> <p>International Student ESL Handbook</p> <p>International Student Annual Survey</p> <p>International Student Exit Survey</p> <p>School Accountability and Improvement Framework</p> <p>Strategic Plan and Annual Implementation Plan</p> <p>MEA Handbook <u>Teacher Support Materials Stages S3 and S4 – Secondary post-new arrivals Years 7–10</u></p> <p>SRK Chapter 1</p>

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<p>Guideline 4</p> <p>Program provision and school level reporting</p> <p>(continued)</p>	<p>IELPs meet the performance monitoring and reporting arrangements of the Quality Assurance Framework, which aligns with the School Accountability and Improvement Framework.</p> <p>Students from other Victorian Government schools are accepted into the IELP.</p> <p>The IELP is a full time program in which curriculum planning reflects a sound knowledge of individual learner skills, competencies and knowledge as well as an understanding of the language and skills and the learning strategies students will need to access particular year levels.</p>	<p>The IELP is included in school self assessment processes and in reports to school council.</p> <p>Students in an IELP receive a minimum of 20 hours (80%) per week of intensive ESL instruction which includes a focus on the English language required for different subject areas.</p> <p>The remaining hours (20%) should reflect students’ needs, interests and the availability of ESL support within a subject area.</p> <p>There is a documented ESL curriculum for particular learner groups which draws on the appropriate level of the <i>ESL Companion to the VELS</i> and includes language and content focuses from mainstream curricula.</p> <p>The curriculum includes explicit teaching of Australian learning styles and strategies and teaching methods commonly used in Victorian schools.</p> <p>Curriculum planning reflects assessment of individual student needs as shown in assessment records.</p> <p>Written guidelines which assist staff to plan and document programs are readily available.</p> <p>Learning groups do not exceed 15 students.</p> <p>IELP groupings reflect the age, schooling level and English language levels of students.</p> <p>Where schools are unable to adequately cater for the different age and year levels of students in the IELP, they nominate another IELP which can better cater for these students.</p> <p>The host school is advised if a student requires an additional 10 weeks within the first 10 weeks of the program.</p>	<p>ESL Companion to the VELS http://www.education.vic.gov.au/studentlearning/assessment/default.htm</p> <p>Deployment of MEAs: MEA Handbook Teacher Support Materials Stages S3 and S4 – Secondary post-new arrivals Years 7–10</p> <p>The ESL handbook http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf</p> <p>ISP Quality Standards – Standard 10 (<i>Program provision & school level reporting</i>)</p> <p>ESL Support materials</p> <p>IELP documentation (incl. IELP school business plan / delivery model)</p>

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Component	Outcome	Performance Indicators	Resources/Notes
<p>Guideline 4</p> <p>Program provision and school level reporting</p> <p>(continued)</p>		<p>The IELP has the capacity to provide an additional 10 weeks to students requiring additional English.</p> <p>Time allowance for coordinators and teachers increases in correlation with an increase in program size.</p> <p>Individual learning plans are developed and updated as required.</p> <p>IELP teachers keep records of the teaching program for student groups which are readily available.</p> <p>Where capacity exists the IELP has processes in place to facilitate and manage the provision of an IELP for students enrolled in other Victorian Government schools.</p>	<p>Notes:</p> <p><i>Level of pay and time allowance to reflect size of program.</i></p> <p><i>It is suggested the ESL student cohort, local and international is looked at as a whole when deciding on student groupings.</i></p> <p><i>Where the 10, or 20 week IELP operates in Term 4 schools should ensure that students receive a full term of intensive English provision</i></p>

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<p>Guideline 5</p> <p>Assessment</p>	<p>Assessment is on going, regular and diverse reflecting the need for diagnostic, formative and summative assessments.</p> <p>Students are familiar with the range of assessment purposes and methods used in Australian schools.</p> <p>Assessment information is shared between teachers</p>	<p>Assessment for learning is integrated into all teaching practices:</p> <ul style="list-style-type: none"> • Program planning is based on an initial assessment of students' competencies in a range of modes and learning areas. • Assessment records show on going monitoring of students' cognitive and skills development in a range of areas using a variety of assessment measures to cater for different learning styles. • Student learning skills and affective behaviours are regularly monitored. <p>When making assessments of learning:</p> <ul style="list-style-type: none"> • The ESL Companion to the VELs and the ESL Developmental Continuum are used to make objective assessments of ESL learning. • A variety of assessment strategies are used to take account of students' different strengths. • Distinctions are made between mastery of content and English language proficiency. <p>Assessment as learning is explicitly taught:</p> <ul style="list-style-type: none"> • Students are explicitly taught the purposes and methods of different types of assessment used in mainstream curricula. • Self assessment, self monitoring and reflection strategies are a regular feature of lessons eg rubrics, learning journals. • Regular feedback opportunities are built into planning. • Students are taught the principles and language of effective feedback. <p>There are strategies in place to share and follow up relevant student information between teachers.</p> <ul style="list-style-type: none"> • All teachers of ESL students are given access to non confidential student information eg records from country of origin, assessment records. 	<p>The <i>ESL Companion to the VELs</i> will assist with determining student levels and needs: http://www.education.vic.gov.au/studentlearning/assessment/default.htm</p> <p>International Student ESL Handbook</p> <p>ESL Developmental Continuum: http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm</p> <p>The VELs assessment & reporting site: http://vels.vcaa.vic.edu.au/assessment/assessment_resource.html</p> <p>Curriculum Corporation Assessment for Learning: http://www.curriculum.edu.au/ccsite/cc_assessment_for_learning,17710.html</p> <p>For advice on assessment using the <i>ESL Companion</i> see <i>ESL Course Advice Stages S 2</i> Chapter 6 and <i>S3-4</i> Chapter 5</p>

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<p>Guideline 6</p> <p>Liaison with the host school and/or the mainstream program</p>	<p>IELP teachers maintain regular contact with students' host schools to provide an integrated educational experience for students.</p> <p>IELP teachers routinely inform host schools of changes in student circumstances relating to student care and well being.</p> <p>In-school programs have procedures to ensure regular communication between the IELP and the ISC Coordinator relating to student welfare and programs.</p>	<p>Where the student's host school is at a different location, the IELP will maintain regular contact with the host school. This will include facilitating:</p> <ul style="list-style-type: none"> • the student's attendance at the host school orientation program and other important host school events • the minimum once per term contact with students by the host school to ascertain academic progress and personal acclimatisation • the monthly contact by the host school of the IELP to ascertain students' academic progress and personal acclimatisation • host school contact with the student prior to commencement at the host school. <p>Procedures are in place to immediately inform the host school of changes in students' circumstances relating to:</p> <ul style="list-style-type: none"> • homestays • student care and welfare • student attendance. <p>Where students attend an IELP within the host school there are procedures in place for regular communication between the ISC and the IELP Coordinator to:</p> <ul style="list-style-type: none"> • review student progress • monitor attendance • develop appropriate programs and timetables • monitor compliance with reporting requirements • monitor student acclimatisation and welfare • plan student transition. 	<p>International Student ESL Handbook</p> <p>Translated fact sheets on VELs report cards: http://www.education.vic.gov.au/aboutschool/studentreports/default.htm</p> <p>All Graduates website: http://www.allgraduates.com.au</p> <p>NAATI website: http://www.naati.com.au/</p> <p>TIS (Translating and Interpreting Service): http://www.immi.gov.au/tis/</p> <p>Talking in Tune – A guide to working with interpreters in schools (2006)</p> <p>SRK chapter 8</p> <p>ISP Quality Standards - Standard 5 (<i>ELC Program student involvement</i>)</p>

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<p>Guideline 7</p> <p>Student care and welfare arrangements</p>	<p>The IELP supports host schools in their role of having adequate care and welfare arrangements for international students that will ensure their physical safety and emotional wellbeing.</p> <p>IELPs have systems and procedures in place to ensure day to day pastoral care of students.</p>	<p>The IELP school nominates a Coordinator (eg IELP Coordinator, student welfare coordinator) with responsibility for managing day to day pastoral care and welfare related issues, as well as critical incidents and student emergencies and provides relevant details to:</p> <ul style="list-style-type: none"> • the host school Principal Class Officer who has primary responsibility for welfare issues and care arrangements • the International Education Division, and the • IELP school community. <p>The IELP routinely informs the host school Principal Class Officer responsible for welfare issues and care arrangements of student circumstances relating to care and well being.</p> <p>The IELP Coordinator will liaise with the host school Principal Class Officer responsible for care and welfare issues in relation to care arrangements for students who stay in Victoria during school holidays and vacation periods.</p> <p>The IELP provides students with a school emergency contact card with the name and mobile phone number of school staff to contact in relation to day to day pastoral care issues.</p> <p>The IELP in consultation with host schools provides counselling related to the international student experience.</p> <p>The IELP provides ongoing support relating to:</p> <ul style="list-style-type: none"> • extra-curricular activities • health related issues • cultural awareness programs • counselling • legal rights and responsibilities • personal safety. 	<p>Schools Reference Guide, 4.6 Student Care & Supervision): www.education.vic.gov.au/management/governance/referenceguide/enviro/4_6.htm.</p> <p>Key Policies document (translated)</p> <p>School International Student Policy</p> <p>International Student Holiday Plan</p> <p>School Staff handbook</p> <p>IELP staff role descriptions</p> <p>International Student ESL Handbook</p> <p>International Student Welfare and Compliance Record</p> <p>IELP Emergency Contact Card</p> <p>Documentation of local arrangements with host schools</p> <p>SRK chapter 5 & 8</p> <p>ISP Quality Standards – Standard 9 (<i>Care & welfare arrangements</i>)</p> <p>Notes: <i>Host schools have overall responsibility for care and welfare arrangements. IELPs are responsible for day to day pastoral care matters.</i></p>
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<p>Guideline 8</p> <p>Record keeping</p>	<p>Accurate information is kept about the student and updated as necessary.</p>	<p>The IELP records current contact details (mobile number, address and email) of the:</p> <ul style="list-style-type: none"> • student • homestay host • relative (where student is living with them), and • parents (including home address in students’ native language) <p>IELPs use the International Student File Checklist to ensure an international student’s file contains the following information:</p> <ul style="list-style-type: none"> • student’s personal details • copies of student’s current visa and passport • student’s current residential address. • school reports/records of academic performance (may be held electronically) • attendance records (may be held electronically). • application form • requests for transfer and requests for deferment of study • records of variations to student enrolment • proof of current student health cover policy. <p>The IELP has processes in place to monitor, review and document student attendance.</p> <p>The IELP will document and inform the host school when:</p> <ul style="list-style-type: none"> • attendance is unsatisfactory • attendance falls to 90% (individual counselling with reference to school contract, parents informed) • falls below 90% (Principal counselling, involvement of homestay hosts and parents, school contract and notification to PPSSU) • falls to 85% (IED counselling and contract). <p>The IELP has process in place to document intervention strategies undertaken when student progress is unsatisfactory.</p>	<p>IELP School attendance records</p> <p>International Student Welfare and Compliance Record</p> <p>International Student Survey</p> <p>International Student Exit Survey</p> <p>International Student File checklist</p> <p>SRK chapter 8</p> <p>ISP Quality Standards – Standard 6 (<i>Record Keeping</i>)</p> <p>CASES 21</p>
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<p>Guideline 8</p> <p>Record keeping</p> <p><i>(continued)</i></p>	<p>Effective record keeping and communication processes are in place between the IELP and the host school.</p>	<p>The IELP documents students' course progress (at a minimum) at the end of each term and informs the host school of:</p> <ul style="list-style-type: none"> • recommended changes to course duration • incidents of misbehaviour that are in breach of school's student Code of Conduct <p>In liaison with the host school the IELP will communicate and provide the host school with evidence of a decrease in student attendance.</p> <p>The IELP will document and take appropriate intervention strategies when student course progress falls below accepted school standards.</p>	<p>Notes:</p> <p><i>When the IELP school is not the host school, duplicate student records should be kept in both locations.</i></p> <p><i>Access to appropriate student records is available when program is in host school.</i></p>
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