

# English Language Centre Intervention Policy & Procedures

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## Rationale and Scope

The English Language Centre systematically monitors students' course progress as required by Standard 10 of the National Code (2007). As stipulated in Standard 10, the ELC must have "a documented intervention strategy ... procedures for identifying and assisting students at risk of not meeting the course progress requirements".

## Policy

### 1. Identification of students who are at risk of not making satisfactory progress

- 1.1. Students who are granted a concessional pass (via Board of Examiners) from one study module into a higher level study module are targeted for intervention before beginning their program.
- 1.2. Students who do not achieve satisfactory results (70% or more) in the Week 4 Progress tests are interviewed by their class teachers, who consult with them to produce Learning Agreements, if appropriate. A Learning agreement lists difficulties as identified through the progress tests or classroom performance as well as strategies which the student agrees to undertake to improve his/her performance. The class teacher and student both sign the agreement, which is copied for the student file and the original given to the student.
- 1.3. Students can also be identified at other times throughout the study period. Students can request support, or teachers can refer students to the LST or seek other assistance via the HT.

### 2. The intervention process

- 2.1 Students who are granted a concessional pass into a study module are required to meet with the Director of Studies or his/her nominee before the start of the next study period.
  - 2.1.1 In this meeting, the DoS discusses with the student any identified areas of weakness, as indicated by previous test results and teacher records as well as ELC recommendations or conditions attached to the concessional pass. Strategies for improved performance are identified and documented, and both the student and the DoS sign the agreement, which is copied for the student's electronic file (on TRIM) before being given to the student.
  - 2.1.2 The student's teachers are informed of the outcome of the DoS's meeting with students on concessional passes, as are the HT, AM and LST.
  - 2.1.3 If required, the LST develops an academic program and begins working with the student by Week 2 of the study period.
  - 2.1.4 Teachers provide ongoing monitoring of the student's progress, and report to the DoS, via the HT as appropriate.
  - 2.1.5 The DoS meets with the student on at least two other occasions during the study period, to ensure the student is fulfilling the agreement made initially.

2.2 The purpose of the progress tests is to identify students who are at risk of making unsatisfactory progress in one or more of the core skills areas. These tests are held at the beginning of Week 4 of a 10 week study period.

- 2.2.1 All students deemed 'at risk' are interviewed by class teachers with the purpose of both parties discussing areas of weakness and agreeing on a course of action designed to assist the student achieve satisfactory course progress. Copies of the consequent signed Learning Agreement are kept by the ELC and the student.
- 2.2.2 Progress is monitored regularly by the responsible teacher, and reported to the HT (and /or DoS) if required. Where necessary, weekly meetings will be held by the class teacher with individual students to monitor progress on the agreed learning contract.

### **3. The Learning Support program**

- 3.1. The Learning Support Teacher (LST) co-ordinates, monitors and reports on the learning support program. He/she provides a range of individual and small group academic support classes outside regular class times, occasionally withdraws small groups of students from their regular classes and teaches collaboratively in regular classes to improve individual and group student outcomes.
- 3.2. The LST aims to provide short-term targeted intervention programs that directly address the identified needs in a way that allows him/her to work with the greatest number of students and student groups in an efficient and effective manner. The LST works closely with relevant English language teachers to prioritise and respond to identified student learning needs.
- 3.3. Students are referred to the learning support program by their class teachers, or they may make a request for additional support via their class teachers or the Head Teacher

### **4. Intervention strategies**

Intervention strategies may include any of the following individually or in combination:

- implementation of a signed learning contract which may identify academic and/or pastoral recommendations, and include referral to LST / HT / AM / DoS / non-ESL specialist personnel (eg: counsellor, medical practitioner, allied health professional).
- inclusion on the learning support program
- provision of additional tasks by the class teacher that focus on particular areas of weakness (eg: reading task, grammar exercises, practice tests / study skills )
- 'counselling' by the class teacher, HT, AM, DoS for academic or behavioural issues impacting upon course progress,
- referral to a professional counsellor or medical allied health professional
- other options as stipulated by DoS or his/her delegated authority

### **5. Class teacher responsibilities**

- 5.1. If a student has been identified as being at risk of failing to demonstrate satisfactory course progress, instructors must have supportable evidence of this (e.g. poor attendance, samples of the student's work, written reports on participation level and previous learning contracts etc)..
- 5.2. Based on teachers' documented progress reports, teachers meet with any student under their jurisdiction deemed to be 'at risk' and assess the intervention strategy best suited to them. A learning agreement is devised with the student and the student signs to say they have had their 'at risk' situation brought to their attention and that they have been given strategies to improve their chances of success at the ELC.
- 5.3. The CT files a copy of the signed learning agreement in the student's file. The agreement contains details of the intervention strategy agreed upon, any scheduled meetings with the Learning Support Teacher (LST) or academic counsellor, the period during which the strategy will be in place and the date at which the strategy will be reviewed. The teacher outlines to the student what the outcome will be if the strategy is / is not successful.
- 5.4. The CT monitors each 'at risk' student's progress over the rest of the program and if necessary, reinterviews students for further intervention. This intervention may take the form

- of having the student submit extra tasks specifically chosen to improve areas of recognised weakness. Teachers are responsible for producing and filing relevant documentation.
- 5.5. Any student whose class work does not respond to the direction of the CT is referred to the HT and/or AM and/or DoS for further intervention and/or professional counselling. All interviews are documented by the most senior person present and placed on the student's ELC file. [
- 5.6. Further intervention strategies may be needed where a student's work does not respond to an agreed course of action. Teachers are required to recommend to the Head Teacher (HT) and/or Academic Manager (AM) and/or Director of Studies (DoS), a strategy or strategies which will benefit students at risk in their class.

**Authorised by**

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***Director, English Language Centre***

11/03/2014

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***Date***