

# English Language Centre Intervention Policy & Procedures

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## Policy

The English Language Centre has a documented intervention strategy, which is made available to staff and students, specifying the procedure for identifying and assisting students at risk of not meeting course progress requirements. The strategy specifies:

- a. Procedures for contacting and counselling identified students
- b. Strategies to assist identified students to achieve satisfactory course progress, and
- c. The process by which the intervention strategy is activated

## Procedures

1. A staff meeting is held, led by the Deputy Director of Studies (DDoS), in week 5 of every ten week program to discuss student progress and levels of achievement. Instructors will bring notes on student progress gathered from week 4 tests and other relevant events.

2. 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). It is a requirement that the English Language Centre must undertake an intervention strategy to attempt to resolve the problem.

3. Instructors are required to recommend to the Senior Language Instructor (SLI) and / or DDoS a strategy or strategies which will benefit students at risk in their class.

4. 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 a consequent signed learning agreement which includes all interview outcomes will be kept by the ELC and the student. Progress will be monitored regularly by the responsible teacher and reported to the SLI.

5. Where necessary, weekly meetings will be held by the class teacher with individual students to monitor progress on the agreed learning contract.

6. Further intervention strategies may be needed where a student's work does not respond to an agreed course of action.

6. Intervention strategies may include any of the following individually or in combination:
- A signed learning contract in cooperation with the student outlining academic and/or pastoral recommendations.
  - The student may be withdrawn from the class for some 1:1 sessions with a teacher.
  - Additional tasks may be set by the class teacher to work on particular areas of weakness, e.g. reading task, grammar exercises, practice tests etc.
  - Student counselling – the student may be counselled by either the class teacher, Senior Language Instructor, DDoS or a professional counsellor to identify any personal issues affecting course progress.
  - Other options as stipulated by DDoS or his/her delegated authority

## Procedures

### *Activating the Intervention Strategy*

1. Based on a teacher's documented progress reports, Instructors will 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.
2. The Instructor will file 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 an academic counsellor, the period during which the strategy will be in place and the date at which the strategy will be reviewed. The instructor will outline to the student what the outcome will be if the strategy is / is not successful.
3. The Instructor 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.
4. Any student whose class work does not respond to the direction of the class Instructor is referred to the Senior Language Instructor and/or DDoS for further intervention and/or professional counselling.
5. All interviews at point 4 are documented by the SLI / DDoS and placed on the student's ELC file. Previous to point 4, Instructors will be responsible for producing and filing relevant documentation.

Authorised by



**Director, English Language and International Services**

20.08.2011

**Date**