1.0 Policy Overview

Ranges TEC endeavours to offer appropriate programs to all its Learners from a non-English speaking background (NESB). NESB Learners fall into three broad categories:

1.1 New arrivals to Australia
1.2 Learners who qualify for ESL status at VCE (in Australia 7 years at completion of VCE)
1.3 Learners who were born in Australia or who migrated with parents, have permanent residency but do not qualify for ESL status

These Learners have a broad range of individual needs, both pastoral and academic, and require individually tailored programs. Learners who arrive with very basic language skills in English attend an intensive English course.

2.0 ESL Program Aims

The broad aims of the ESL Support Program are to develop in Learners:

2.1 a level of competency and confidence in using English that allows them, over time, to fully participate in work, social and education-based contexts;
2.2 continual conceptual development while improving their English language skills;
2.3 an understanding of the learning styles and expectations of the Australian training system.

Specifically, the program aims to develop in Learners:

2.4 an ability to use and understand English in a variety of contexts;
2.5 an ability to use strategies which facilitate the acquisition of English;
2.6 control over grammatical features of English in training, work and social contexts;
2.7 an ability to understand and produce different types of text.

3.0 Implementation

A whole RTO approach to the implementation of this policy is adopted by Ranges TEC staff, under the direction of the Director. The home school is intimately involved in this process.

Implementation involves:

3.1 Liaison with the Ranges TEC Director and Supported Education Coordinator regarding entry protocol
3.2 Consultation with the Ranges TEC teachers regarding Unit selection and timetables
3.3 Consultation with all Ranges TEC staff regarding pastoral and academic needs
3.4 Continual communication with Learners, trainers and, if appropriate, parents, guardians
3.5 Provision of individual and/or small group tutorials
3.6 Co-ordination of support staff in partnership with home school VET Coordinator
3.7 Maintenance of records of communication and progress

4.0 Procedures

Proforma used in the implementation of this policy may include:

4.1 Individual entry testing (IELTS – International English Language Testing System)
4.2 Individual assessments and transition testing
4.3 Interviews with Learners (refer to 6.0 Learner Training Need Analysis and Enrolment)
4.4 Modification of classroom tasks, assignments and assessment tasks
4.5 Progress reports