A framework for working with ESL learners in whole class contexts

Step 1. BREAK IT DOWN
WHAT DO STUDENTS NEED TO DO?
Curriculum Intent (e.g., Australian Curriculum, Early Years Curriculum Guidelines, Essential Learnings, senior syllabus requirements) and language demands of assessment tasks

Step 2. BREAK IT DOWN
WHAT CAN STUDENTS ALREADY DO?
Feedback/Assessment (e.g., oral & written work samples, developmental maps, Bandscale levels, observations, interviews)

Step 3. BREAK IT DOWN
WHAT IS IN THE GAP?
NEED TO DO  ‘GAP’  CAN DO
TEACH THIS

Step 4. BRIDGE ACROSS
A TEXT AS A FOUNDATION FOR A UNIT

Step 5. BUILD IT UP
MAKE MEANING, BUILD LANGUAGE & DEVELOP ORACY
Develop students’ language and core understandings on the curriculum focus through oral, kinaesthetic, visual, dramatic &/or art activities based on this text

Step 6. BUILD IT UP
APPLY LANGUAGE TO DEVELOP LITERACY
Develop students’ literacy by utilising language and understandings from the text to create &/or explore other texts related to the curriculum focus

Step 7. BUILD IT UP
EXPAND UNDERSTANDINGS OF FOCUS CONTENT AREAS
Develop students’ understandings by applying this language & literacy to deepen learning within the curriculum focus

Step 8. BUILD IT UP
ENGAGE WITH ASSESSMENT
Develop students’ capability to respond to a range of spoken & written assessment tasks based on this language, literacy and content

Step 9. BREAK IT DOWN
HOW WELL DID STUDENTS PROGRESS?
Analyse what students produced in their assessment task(s)

Step 10. BREAK IT DOWN
HOW ARE STUDENTS DEVELOPING?
Monitor students’ language progress


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