

Intensive English Unit – Policy

Curriculum, assessment, reporting and certification: early childhood to year 12 policy statement

The Northern Territory Board of Studies (NTBOS) approved policy sets out the legislative foundation for the provision of school education in the Northern Territory (NT) relating to curriculum, assessment, reporting and certification.

The Department of Education's (the department) Curriculum, assessment, reporting and certification: early childhood to year 12 policy informs department staff, that is school, regional, and corporate staff about the actions they must undertake to be compliant with legislation, the NTBOS policy and the department's strategic direction.

The Intensive English Unit (IEU) policy provides information on the operational requirements of an IEU in the school context.

Policy

An IEU delivers a targeted and intensive approach to learners who have recently arrived in Australia and are learning Standard Australian English (SAE) as an additional language or dialect (EAL/D), to develop the depth of English language required to study and learn in the NT.

IEUs also provide a safe and supported introduction to Australian culture and local community while considering any additional needs because of trauma, social disadvantage and interrupted schooling, and prepare EAL/D learners to achieve academic success.

Criteria for enrolment in an IEU

The requirements for enrolment in an IEU for eligible school-aged learners who are permitted to study in Australia are:

- students must be at the Beginning or Emerging phase of ACARA's EAL/D learning progression
- students have recently arrived in Australia – within 12 to 18 months of arrival
- students hold Australian citizenship, permanent residency, or an [approved provisional or temporary visa](#)
- students who hold a visa themselves require a [Confirmation of Enrolment \(CoE\)](#) from International Services, if they are a primary holder of a Student subclass 500 Visa
- students of visa-holding parents require a [Confirmation of Placement \(CoP\)](#) from International Services.

Exit criteria

Learners exit an IEU, when they have either:

- been in the IEU for a maximum of 18 months for primary years students, or 24 months for middle and secondary years students, or

- reached the Developing phase of the ACARA EAL/D learning progression for Standard Australian English (whichever comes first), and
- they are confidently functioning in the IEU and have had successful, tailored experiences in mainstream classrooms.

Process for extension of time in an IEU

Principals can extend a learner's enrolment in an IEU for up to one semester with an application and evidence that additional time will benefit the language learning and wellbeing needs of the student. The 'Extension of Time Panel' consists of the Senior Director of Differentiated Services and one additional member of the working group. The panel will meet each term to consider the applications with the applicant principals. Names of students approved to spend additional time in an IEU will be provided to the Finance team.

IEU students with additional needs

The same processes are followed for IEU students with additional needs as other students in the DoE.

Roles and responsibilities

Teaching and Learning Services are responsible for:

- chairing the IEU management and working groups and associated secretariat
- chairing the Extension of Time Panel each term and communicating outcomes with Finance
- communicating and reviewing the IEU policy and guidelines
- providing targeted EAL/D professional development to IEU teachers and home language officers
- monitoring IEU student enrolments, including entry and exit dates.

The school principal and IEU leadership are responsible for:

- implementing the IEU policy and guidelines
- working with Teaching and Learning Services to ensure effective student monitoring
- ensuring targeted EAL/D pedagogy and approaches are implemented, staff have the required EAL/D experience and expertise, and supporting the continued professional development of all IEU staff
- liaising with International Services and Melaleuca Australia Darwin
- effectively communicating with parents, learners, and community support services, using the support of home language officers, or the [Interpreting and Translating Service NT](#) to interpret and translate information
- ensuring IEU classes are maintained around 15 learners to enable continuous enrolment and intensive support
- monitoring the time learners spend in an IEU, to ensure exit criteria are met and IEU capacity and efficacy is maintained
- ensuring IEU student personal and progress data is consistent and accurate.

Teachers are responsible for:

- implementing the IEU policy and guidelines
- explicitly teaching for the communication, socio-cultural, language and literacy learning needs of their Beginning and Emerging EAL/D learners
- creating programs to specifically cater for the wellbeing needs of learners, who may be impacted by the migration experience or the effects of trauma
- working collaboratively with home language officers to support the communication, classroom learning, and cultural wellbeing needs of learners
- using the NT EAL/D learning progressions to monitor the English acquisition of the IEU students and communicate their readiness to exit the program and ensure appropriate pathway plans and transitioning programs occur
- ensuring comprehensive student information is shared with the next class or school.

Acronyms	Full form
ACARA	Australian Curriculum, Assessment and Reporting Authority
EAL/D	English as an Additional Language or Dialect
IEU	Intensive English Unit
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
SAE	Standard Australian English

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2	September 2022	Quality Standards and Regulation – Operational Policy	Administrative amendments to align roles and responsibilities to the structural alignment in effect from 1 July 2022, including

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		Teaching and Learning Services	NTG template and minor formatting Clarifying processes
3	December 2022	Teaching and Learning Services	Consultation with stakeholders