

Intensive English Unit procedures

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 policy: early childhood to year 12, 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.

These procedures provide information on the operational requirements of an Intensive English Unit (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/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 as a result of trauma, social disadvantage and interrupted schooling, and prepare EAL/D learners to achieve academic success.

Roles and responsibilities

Quality Teaching and Learning are responsible for:

- communicating and reviewing the IEU procedures and guidelines
- providing targeted EAL/D professional development to IEU teachers and home language officers.

The school principal and IEU leadership are responsible for:

- implementing the IEU guidelines
- implementing the EAL/D guidelines – ensuring targeted EAL/D pedagogy and approaches are implemented and staff have the required expertise
- effectively communicating with parents, learners, and community support services, using the support of home language officers to interpret and translate information
- ensuring IEU classes are maintained at less than 15 learners to enable continuous enrolment and intensive support
- monitoring the time learners spend in an IEU to ensure exit eligibility is met and assessing learners to see if they have additional learning needs
- ensuring IEU capacity and efficiency is maintained through targeted funding and budget management

- liaising with International Services.

Teachers are responsible for:

- implementing the IEU and EAL/D 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
- monitoring individual learners' English acquisition, learning progress and wellbeing each term, to ensure appropriate pathway plans and transitioning programs occur
- ensuring the process of transitioning the IEU learner to mainstream classes and new levels of schooling is supported with information and evidence of learning and wellbeing, for the next class or school.

Procedures

Entry criteria

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

- they must be at the Beginning or Emerging phase of the [Australian Curriculum Assessment and Reporting Authority's EAL/D learning progression for SAE](#)
- they have recently arrived in Australia – within 12 to 18 months of arrival
- they hold Australian citizenship, permanent residency, or an [approved provisional or temporary visa](#).

Full fee-paying international learners, who are the primary holder of an international student visa sub-class 500, are subject to enrolment through the [International Student Program](#). Full fee-paying international students require an Authority to Enrol from International Services.

Exit criteria

Learners exit an IEU when they:

- are confidently functioning in the IEU and have had successful, tailored experiences in mainstream classrooms
- are progressing in the Developing phase of the EAL/D learning progression for SAE
- have been in the IEU for 18 months for transition to year 3, or 24 months for years 4 to 12.

Principals can extend a learner's enrolment in an IEU with evidence that additional time will benefit their language learning and wellbeing needs. Additional learning needs must be investigated in a timely manner.