Chapter 9
The Resourcing of Programmes for NESB Students
CHAPTER 9: THE RESOURCING OF PROGRAMMES FOR NESB STUDENTS
Key Points

- Participants from all schools in the study agreed that, at the time the study was conducted¹ there was a funding shortfall in the ESOL area: that it cost schools far more than the level of the discretionary ESOL resourcing they received to provide programmes and support and that funding levels prevented them from providing more or improved support.

- All schools in the study reported diverting funds from their operational grant monies to supplement the discretionary ESOL resourcing for NESB students.

- Participants were concerned that, due to funding shortfalls, they had to ‘choose’ between students: that once students had gained some degree of proficiency in English they had to be ‘dropped’ from the support programme in order to accommodate new NESB student arrivals at the school.

- An area that several schools would like to do more in, funding permitting, was that of parent education and support.

- Participants suggested that increased funding for organisations such as teacher advisory/support services would allow for expansion of those services and mean that schools could receive more support when required.

- Funding was also mentioned in relation to the need for more accommodation in schools, to provide for ‘withdrawal’ rooms (where one-to-one or small group teaching and learning could take place), resource rooms, and, in some instances, places where parents could meet either for education purposes and/or socially.

- Participants stressed the importance of knowing in advance what resourcing would be available, and for how long, so that ESOL coordinators and other teachers and support staff could be employed on a firm basis to allow for continuity of programmes and to help ensure staff retention.

- Participants stated that there is a need for more teachers to work with NESB students, especially teachers with specific ESOL training and experience, and who are bilingual. More teachers would allow for smaller class sizes, and allow more one-to-one interaction and small group work with students, and more time for thorough assessment and evaluation.

- There was seen to be a need for more resourcing for support personnel: teacher aides, interpreters, bilingual tutors.

¹ Since that time (November 1995), a decision has been made to raise the level of ESOL funding. Footnote 1 on page 4 of this report provides further details.
Key Points — continued

- Participants stressed that more funding would allow for the purchase of greater numbers of suitable materials (books, tapes, computer programs), the employment of teacher aides to assist in the making of resources, and the setting up of effective storage and retrieval systems for resource materials.

- It was stated that increased levels of resourcing for the employment of more staff would make it possible for more time to be spent with NESB students (and their families), thereby speeding their learning progress; it was also stated that more staff would allow schools better access to materials — for example, because there would be more opportunity for designated staff to liaise with the organisations who produce materials and with other schools in order to share materials, and there would be more helpers with more time to spend on the making of resource materials.

Funding

“[The need for] resourcing is a bottomless pit and you acknowledge that straight away. Whatever is available will be consumed. Unfortunately, at the moment, there is an expectation by politicians and by the Ministry that boils down to champagne tastes on a beer income. Now, it has got to be better than that.”

[Principal, secondary school]

Schools’ Estimates of What it Cost them To Provide Programmes and Support for their NESB Students

All schools which participated in the study were very definite about the need for more programmes and support for NESB students. They were equally definite — and unanimous — in their belief that providing for NESB students costs a great deal more than the amount officially allocated [at the time of the study] to these students.

“We have received discretionary resourcing in the form of funding. Every now and then we get a letter telling us we’ve got $200 or $248 or an amount like that. It goes nowhere near meeting the amount we spend on it [programmes and support for NESB students]. But it is nice to get anything! ... I know that our whole programme costs a lot more than they ever give us, and we meet the needs of a lot more children than they [fund us for]. ... It’s more
Insufficient funding meant that schools were unable to cater for the needs of all of their NESB students.

than three times as much, because we’ve got a whole teacher’s salary and all sorts of things tied up in that. Say we got $1,500 this year for ESOL, we’ll be paying out $36,000 on the ESOL teacher’s salary, we’re paying out another $13,000 on the teacher aides’ salaries, before we even start buying new materials. ... [The extra money that we need to spend comes from] the TFEA [Targeted Funding for Educational Achievement] grant and our operational grant, if we have to dip into that. We have always seen meeting the special needs of children in this area as being an essential thing, in order to enable them to access the curriculum, to overcome the barriers to learning that the National Education Guidelines talk about. ... So we have spent a lot of money over the years, meeting those needs, because I’ve learnt that if you let children lose heart and lose confidence, they will become behaviour problems, they will give up and stop trying, because they’ll feel that they’re worse than everybody else, stupid, so we have to give them confidence, and we do that.” [Principal, primary school.]

“In terms of what we do [for NESB students] at the moment, it would be hard to put a figure on it. I would have to work that out [as] you would have to take a percentage of all the programmes we run where children benefit. Because they benefit from so many programmes [in the school] that you don’t specifically aim at NESB children — they come under the school’s charter goals so all of the programmes have to cater for them. You can’t not cater for [these students] if you work in this school so therefore [all of our programmes] are contributing. If you take all of the programmes that we run, and take one-sixth of it, then that is what it is costing — it would be about $200 to $300 a year for each child. But if we had funding to establish all the things we would like to do [for our NESB students] I can assure you that I have costed what it would cost to run a good programme and that is $1,200 [per child].” [Principal, primary school.]

“The school is basically putting in ten times what we’re getting in funding [for NESB students]. And I think that’s very sad, because they [the government] can’t ask them to come in here [to New Zealand] and then wash their hands of them and ask them still to be good New Zealand citizens. I could go on for a long time on that one — most people in ESOL could.” [HOD ESOL, secondary school.]

“[In terms of an estimate of how much it costs to provide a programme and support for each NESB student in the school] I would say by the time they have been resourced, and teacher training time, and you’ve gone through that enrolment [process], and everything like that, about $1,000 a year. And that is just the extras on top of the normal class programme. I’d say you’d probably be looking at $1,000, and eventually that tails off as they get more competent. That would be an average.” [Deputy principal, intermediate school.]

All schools in the study reported that the programmes and support they provided for their NESB students relied upon being able to transfer funds from the school’s operational grant to supplement the amount of ESOL discretionary resourcing received. For example:
“Yes, [resources additional to that obtained under ESOL discretionary resourcing are committed to programmes and support especially for NESB students]. You can’t operate without it. Quite bluntly, [we] can’t operate either without attracting international students who are prepared to pay the dollars to come here. If we didn’t have that, I don’t know what we’d do. Go down the gurgler.” [Principal, secondary school.]

Views on Why More Funding is Needed

According to participants, funding (more) is at the crux of many barriers to providing more or better education for NESB students.

For example, participants pointed out that insufficient funding meant that they were not able to cater for the needs of all NESB students in their school. This then meant making decisions about which students were ‘more needy’ than others. One such respondent stated:

“Now my job as special needs coordinator is to select the children who have needs [but] because of our funding we don’t have provision to take on board all of the children in the school who would really qualify as being needy in the area of ESOL. When the children come to the school — particularly the ones who have been born outside New Zealand — and [here] we tend primarily to have Samoan children — I then go through a barrage of testing to see whether they qualify to be on the programme, and when we’ve done that, we go through the results. I look at the results with the ESOL teacher and we decide then whether the child needs to be on the programme or whether we can give support to the teacher in the classroom without withdrawing the child.” [Special needs coordinator, primary school.]

As well, repeating points already raised throughout the report and especially in the previous chapter, participants expressed the views that, amongst other things, more funding would (perhaps) allow for extended teacher advisory/support services, more support staff, more resource materials, more space/accommodation, and better language and other experiences generally for NESB students.

“I work very closely with [an adviser from the Education Advisory Service] so I have a lot of support from her. But she can’t spread herself around a lot of the schools who desperately need it. There is a need for a lot more support but I know they need a lot more personnel, they haven’t got enough people there.” [ESOL teacher/classroom teacher, intermediate school.]

“Withdrawal space is very necessary. Our school is growing and I think that if you’ve got to put in [place] programmes that allow [NESB students] to be withdrawn [from the classroom], then funding for space needs to be considered as well.” [Classroom teacher, primary school.]
Increased ESOL funding could allow for more support staff, more resource materials, more accommodation, and for extended support services.

“Not having the space [is a big difficulty]. Space in our school has been at a premium. You can’t find a spot to put them in and set them up [for withdrawal groups] because every little nook and cranny is full.” [Principal, primary school.]

“When you say ESOL funding, it is not just programmes that we are talking about. We’re talking about things such as getting us enough money to have signs right throughout the school that signal different cultures. For example, like you would have Maori greetings, men and women door signs, and so forth. But we should be able to do whatever else we need to do to promote different [cultural] groups in the school without having to touch the children’s money that is for their programmes.” [AP/classroom teacher, primary school.]

“If you had funding available, that was not part of the normal funding, [it could] be used for setting up orientation classes where the children who come straight from another country can go through some sort of assimilation process for the first four weeks, where they can be taught basic tasks (eg, like turning on a light). This would benefit how they progress.” [AP/classroom teacher, primary school.]

“There needs to be more resources [funding] for [NESB students] to have language experiences. Like, often they can’t afford to pay to go to ‘Science Alive’ and things like that. Experiences which are probably far more valuable to them than to the average child, and so often we have to find the money from other areas. For example, this year, when we took the children to ‘Science Alive’ we funded part of the visit from our science budget, because [otherwise] we would have had quite a number of children who couldn’t go, and the very children who wouldn’t have been able to go are the ones who need it most. Often they’re the NESB students. So more than once this year we’ve funded things from our curriculum budgets to enable us to fund those children who couldn’t pay. So more [funding] available in that [area] would be of benefit to the school. But we’ve decided that something like that is so important that it’s worth using our science money, if we have to, so that they can do it. And also for them to be singled out and left behind would be a very bad thing.” [Classroom teacher, primary school.]

“I get the impression that, at the moment, the government brings the refugee new immigrant children into New Zealand, and I am very pleased that they do this, but once they come here they depend on the goodwill of the community and on the school to support them. I think the amount of [financial] support we are getting [for NESB students] is totally inadequate.”

[Principal, primary school.]
“When you see the numbers of [NESB families] they [the government] are letting in, [it emphasises the need for schools to receive adequate support and resourcing]. I think there shouldn’t have been this mess that was created ... at the beginning of this year [when the media made headlines out of an Auckland school’s refusal to take in Asian immigrants without further government funding]. That was unnecessary because it built up bigotedness and racial thinking that wasn’t necessary to bring up. All they were saying was, ‘We want to cater for these kids but we are finding it difficult because we have got so many of them’.” [Principal, primary school.]

“Funding is just such a critical issue and it’s been a nightmare really for us to deal with and the only way we can deal with it is by actively getting foreign fee-paying students in to ensure that we can pay for the English language programmes for our NESB students. Ministry funding wouldn’t go anywhere near providing all our book resources and so on that we need and I feel that a huge amount of my time and energy — and if it’s not my time and energy, it’s got to be somebody else’s — goes into that [ie, attracting foreign fee-paying students]. And I feel strongly about the current immigration policy that allows this [problem to occur] and the fact that somehow or other there isn’t a relationship between immigration and education that gives us some resourcing to deal with this. So I think that kind of area is a problem. ... I would like the reception programmes, the orientation programmes, to be longer, and I would certainly want more support for mainstreaming international students.” [Principal, secondary school.]

“I’d like to see some substantial commitment to the resourcing of programmes [for NESB students]. At the moment, I don’t really see any serious commitment [from government] to acknowledging the fact that we have got so many permanent residents [new immigrants] in our schools. [And] the option that we have taken [at this school] with [actively seeking foreign fee-paying students to help fund the school’s ESOL programme] has caused quite a lot of unfavourable comment in our community, particularly in terms of the perceived affluence of a lot of these students.” [Principal, secondary school.]

“Little children come here so delayed — and I say delayed because they get there in the end — they are so delayed because they come from homes where there are no books, nobody’s had a good education, often their mother’s got pregnant at 14 or 15, left school, no family background as such, and nobody reads to them and nobody talks to them. Nobody plays with them, nobody takes them on outings. They play around on the streets, they watch television, and that’s their life. When we take them on our camps, you just wouldn’t believe their excitement — you put them in a paddock and you wouldn’t believe, they’re over the moon, because they can run and jump and roll in the grass, and they’ve never done that. So, they come with enormous delays, and it’s essential that they catch up — and given the right programme, they do catch up. But the funding is a constant stress. ... So, there isn’t enough resourcing for NESB students, there isn’t enough resourcing for other special needs students.

“[Some] children come with enormous delays, but they do catch up given the right programme. But the funding is a constant stress.”
Uncertainty about the tenure of ESOL staff makes it difficult for schools to plan ahead for programmes.

And our programme is at risk because of this. We might end up next year only being able to say, ‘Well, if it’s not funded we won’t do it’. And then I’ll have to start counting the money and saying, ‘Well, I’ve got $270, or $660, that is the only hours that we’ll apply to our NESB students. [But] that would seriously disadvantage them, definitely. But that’s what we’re supposed to do, isn’t it?’” [Principal, primary school.]

Staffing

Amongst those interviewed during the course of the study, a concern often mentioned was that the status (tenure) of staff in such positions as ‘ESOL coordinator’ or ‘ESOL teacher’ was not well-defined — that is, in any one year, funding may only be provided for staff to work with NESB students for part of the year, which sometimes means that when a programme is up and running, and considered successful, it has to be stopped part way through the year because further funds are no longer available to keep the teacher on. Uncertainty about funding for staff also makes it difficult for schools to plan ahead for programmes.

“I think what would be really neat is being able to employ staff in that [ESOL] area knowing that there was security of position. ... What that would mean would be that you could have a dedicated core of people whose primary role was ESOL, rather than just as a tack on. What has tended to happen in the past is that the English teacher, [say], who has got six spare hours would have them tagged ESOL. Now, I am not belittling the contribution of that person. Some of our people have done extraordinarily well being used in that way. But it would be good to have positions dedicated to ESOL teachers.” [Principal, secondary school.]

“There needs to be some permanency of funding for the ESOL teacher position. Having a good ESOL teacher is vital [for providing programmes and support for NESB students]. Our school, like others, never knows from one year to another how many hours we can offer [an ESOL teacher] and [because of this] a lot of those teachers in those positions move on and don’t stay. The biggest thing [help] for me would be having some continuity in being able to employ somebody in that [ESOL] position, and that is a straight funding issue.” [Principal, primary school.]

“Because of funding it is hard to make sure you get continuity of employment of your ESOL teachers. For next year, for example, I will only find out what [ESOL teacher] hours I will get in February. So that’s a problem.” [Principal, primary school.]

“I would just like to know for three years in a row what we are going to get [in terms of staffing hours and funding]. Then I could get good staff and I could say, ‘You are here for three years minimum, here’s more professional development’, because [otherwise you just lose staff]. There is a demand for people with those skills [in teaching NESB students]. So that would be the biggest help I think.” [Principal, primary school.]
“Not knowing from one year to the other where the funding [for staffing] is coming from [makes it almost impossible to plan ahead].” [Principal, primary school.]

“You can’t expect total commitment [from teachers] unless people have sufficient hours [to work with NESB students] to make the commitment worthwhile. ... If they only have two hours [allocation] a week [with these students] then they aren’t going to want to put in a lot of preparation time making resources and that sort of thing for two hours teaching [especially] when next year they might have nothing [ie, not be given any time at all to work with NESB students]. Because of resourcing, there is [not necessarily] continuity from year to year which is very unsettling.” [Two ESOL teachers, secondary school.]

“It would be absolutely wonderful if we had a full-time bilingual teacher. [Our present bilingual teacher] is so skilled and so qualified but she is not here full-time. I think we need someone full-time for the whole year, and that is something that goes on year after year. We just got [our part-time bilingual teacher] part-way through the year because you have to wait until you know you’ve got funding and so on. A school like this should have a full-time, permanent ESOL teacher who could split his or her time between taking groups in the classroom, withdrawing groups, and making resources, and keeping the resource centre up to date by issuing and collecting resources. And [if we had a full-time teacher], when newcomers arrive with not a word of English, they could have a reception class for six weeks or whatever, and have intensives. Or at least an assessment. I think a permanent full-time ESOL teacher is a must. It would be wonderful — all the stuff that we do as a little part-time interest could be done properly. It would be money well spent. It could be someone for the children to go to if they needed help. [We could] have a little room that is set up with dictionaries and tapes. That person [the full-time teacher of NESB students] would only have to concentrate on that area. I’d love to do the job myself, not to have to worry about all the other trillion things.” [Classroom teacher, intermediate school.]

“[I was working] full-time [as ESOL teacher] for the first period this year, from March until June. After June, our hours were reduced (for the second part of the year) and I worked three mornings a week. But I am now back in the classroom full-time. In the second half of the year we were allocated a block of hours which would have gone from July to December, but because the hours were so few it wasn’t going to be [of much value] to take the students for one hour per week, so we worked it that we had three mornings a week but for a shorter space of time, and that finished at the end of September. It wasn’t going to be any use [the other way].” [ESOL teacher, primary school.]

“We are always worried about losing staff (we have staff here who we know would walk into senior positions of responsibility in a lot of other schools and they are actually being head-hunted for that), particularly when you train them in a prime area like ESOL. So the sooner we get our staff confirmed [for next year] and we can say to them that the amount of

“A school like this should have a full-time, permanent ESOL teacher.”
“Extra support is essential for NESB students’ learning – if you have that kind of support, then in a couple of years they’re hardly noticeable.”

“Support that you’ve had this year [for your NESB students] or the amount of hours you’ve had this year [to work with these students], or whatever, is staying, the better it is.” [Deputy principal, intermediate school.]

“We would just like the expertise [that you need to teach NESB children to be regarded as] part of your basic entitlement — that if you have ‘x’ number of NESB children and your school is that size then you are going to get that teacher or that money as of right ... so that you don’t have to go through this game of applying for it all the time, wondering whether it’s going to come. [Instead], you have got it in your staffing schedule and you can plan for it.” [Principal, primary school.]

“I think the government ought to fund more than they are. I mean, they’re providing half my salary this year, and none of my salary next year — I think it’s a poor deal that the school has to provide for that.” [HOD ESOL, secondary school.]

Participants also talked about the need for more, suitably qualified or experienced, staff and support people to work with NESB students both inside and outside of the classroom.

“[We need] an extra person specifically to take NESB students out of the class. A full-time person all year specifically for ESOL is vital for a school in an area such as this where almost all kids are effectively NESB.” [ESOL teacher/classroom teacher, primary school.]

“We would like more resources for [NESB] children to be withdrawn from the classroom (and have extra support in the classroom). It’s a need for us, I think, as classroom teachers, because we can’t cater for these students while teaching a class of children. And if we therefore can’t cater for them, then that crosses over to frustration for the child and behavioural problems, and it becomes often a management problem [then]. And [for] the children, it [extra support] is essential for their learning, because they’re not going to make such good progress without it — you know, if you had that kind of support, then in a couple of years, they’re hardly noticeable. [But] if you don’t have individualised programmes for them, then it’s going to take a very long time before [they’re coping]. ... And [the aim] is to successfully mainstream them as quickly as possible. And it [extra support] is also quite essential for the other children in the class [too], because you can’t ignore an NESB student, especially if they’re becoming a management problem because they’re bored. And so it’s vital for the other children in the class that the teacher’s time is not taken up by these [NESB] students, because they [the other children] miss out otherwise. [NESB children] can take up 95% of your time when they first arrive you know. And that means poorer quality education for the other children.” [Classroom teacher, primary school.]

“I wish you could persuade [the Minister of Education] of the need for a full-time ESOL teacher. I think that would make such a difference for everybody.” [ESOL coordinator, intermediate school.]
“A few years ago, we were withdrawing [NESB students] out [of the classroom] for half-an-hour a week with me. But there wasn’t sufficient time to build up things. They would have forgotten in a week what we had done. That didn’t work well. [This could be addressed by] having someone who could pull them out [of the classroom] every day for at least an hour a day. That would be excellent.” [ESOL coordinator, intermediate school.]

“And classroom teachers can do this [ie, one-to-one instruction, which the school had found to be the most effective teaching strategy] given a lot less children within their general class. When you have got 38 [children] you can’t spend 10 minutes of each day with [each of] seven or eight or nine or 15 children from different nationalities, [and] they are not going to be all the same [ie, at the same educational level]. You might actually get 15 different nationalities [in your class] within a group of 36 or 38 children by the end of the year.” [Special needs coordinator, primary school.]

“I’d really like to see bilingual teaching happening in the classroom. That’s my dream. I’d like to do that next year [in the] languages of whatever students I have in the classroom. [I would like] to have [bilingual] support persons so I [could be] up the front teaching and they [could be] with the children. It would probably be a shambles but it would be good. You’ve got to think of the kids’ needs. So you could have [bilingual parents] from Thailand, and someone from China [etc]. It can be done, it has been done in schools around the world. So we’ve got to follow suit. We are just a bit behind.” [Classroom teacher, intermediate school.]

“We need more resources, we need money, we need more people working with these kids, but then everybody screams out for everything. [But if we did have more money, my priority would be] to get someone in who was fluent in the language. For this school it would [also] be so nice to set something up like they’ve got with the bilingual classes, where they’ve got all their Maori resources in a classroom. And if everything was in one place, if it was set up as a [special] place [for NESB students], then perhaps] parents might come in and work in that area with the children. Even if you could get an older person who has English and Samoan and you had a corner with all the resources that the Samoan person [parents] felt comfortable with, and [they knew] it was OK [for them to be there it would be good]: that if people, especially the people who haven’t had much in the way of schooling in their background, whether they were Samoan or Cantonese or whatever, were told, ‘Look, come on in’, and [helped] to feel more comfortable [it would be great]. Like with the bilingual [Maori–English] classes, we [now] get parents coming in who didn’t like school, hadn’t had much schooling, but they feel comfortable coming into the [bilingual classes] because there are things there that ring a bell [with them].” [Teacher aide, special needs, primary school.]

As well, and as mentioned elsewhere in the report (eg, in relation to support for teachers), the issue of class size was also raised in relation to staffing: that more teachers would allow for smaller class sizes, thereby benefiting all students in the class.
“I would love to have a much smaller class size so I could work more effectively with the (NESB) students.”

Materials

Study participants talked about the need for more resourcing for purchasing materials suitable for use with different groups of NESB students.

“I think the programmes and support [in this school] are fine, but they are simply under-resourced. And they are under-resourced in terms of the up-front dollars that enable you to buy the materials you need. We would scrimp and save to buy first language dictionaries for, say, kids from Cambodia. It would be really good to say there are ‘x’ number of children, this is their first language, and these are the resources that we need to buy in that language. But we can’t do that. So it’s fundamentally a resourcing thing.” [Principal, secondary school.]

Some participants identified a particular need for suitable resource materials for older students — that is, books and so on in which the content is age-appropriate as well as being at a suitable level of difficulty for an NESB student learning English.

“We need more books. It looks as if we have plenty [at this school], but a lot of them are for juniors. We need more for older children, books that a child of 10, 11, 12 could read that don’t look obviously babyish. The presentation and the topic [is important, for example], if the story is about a couple of kids at the park and the kids only look about six in the pictures, it’s a bit belittling [for older students]. So there is a need in New Zealand for [more] books. [We have some] books in the library aimed at 11- and 12-year-olds but the language is at about the eight- or nine-year level. They are called Journal Storyline. I don’t think they are produced every year, [and] there is a lack of them.” [ESOL coordinator, primary school.]

Participants often talked of how time-consuming the making of resources is — time that they did not have if they were to meet their other obligations adequately. Time for making resources was often linked back to the need for more support staff to help in a range of capacities, including the making of resources.

“I think any ESOL teacher will tell you, we’ve got to make our own resources, and it’s time-consuming. We are getting some [materials] — the textbook type of thing (not that I like textbooks), so that you can base some of your work on that. We’re [also] getting some computer programmes that we’re able to use, but even those aren’t ideal. [although] I don’t like to criticise because they might say, ‘Well, make your own’, sort of thing. But it’s hard to find things that are language across the curriculum and [although] we’re getting things that
are teaching people about New Zealand, there’s actually not much there for secondary school-aged students. I think I’m going to have to write something myself. I’m actually working with the HOD maths [at the moment] — we’ve [decided] that what we really need to do is have an ESOL maths handbook for teachers. It would show them one way [they] could approach teaching ESOL maths. And the same for science. And it certainly would help the mainstream teacher, because at the moment the mainstream teacher says, ‘It’s difficult teaching them, the only thing I can give them is something for slow learners’. Well, these kids aren’t slow learners; these kids nearly always have a good working knowledge of the subject content but they don’t have the English for it. So if I teach them maths, say — if I teach them about graphs and things, they know what it’s all about, but they don’t know it’s called a pye graph, and then they don’t know how to write about the information that’s there, so they actually need subject-specific [vocabulary]. That’s what I would really like to see — language across the curriculum.” [ESOL coordinator, secondary school.]

“Bilingual resources, there’s a dreadful lack of these.” [ESOL teacher/class teacher, intermediate school.]

“We try and do things across the curriculum. We try hard not to make [NESB students] feel too different. So we definitely need to develop more programmes in science and social studies that fit in with what is happening in the classroom. Definitely.” [ESOL coordinator, intermediate school.]

“There really is a big gap [in resource materials for NESB students]. I think it is the fact that the teachers have to make all of the resources that is the huge thing. Are you familiar with ‘Big Books’? These are texts that get blown up into very large books, put out by Learning Media [Ltd]. Now they have started doing things in science like energy and water; they are fabulous books. But there are no activities to go with them. So again you are back to the same thing [of making resources]. They’re terrific because the pictures are there, the text is large, they’re wonderful for NESB kids, but you have to have the activities to go with them. There aren’t physically the resources available, so we are making our own.” [ESOL coordinator, intermediate school.]

**Time**

References to the need for ‘more time’ — the time to assess more students as well as to carry out more thorough initial assessments and more frequent subsequent assessments of progress, the time to spend with NESB students on a one-to-one basis or in small groups, the time to obtain or make materials, the time to seek support from outside organisations, more time to spend with the rest of the class, time to talk and liaise with parents and families, and so on — are integrally related to participants’ comments about the need for more funding, more staffing, and more materials.
“We need [additional] time and money to [put into programmes and support]. [For example], you see these kits we make up, like this thing for the ‘Godwits’? You have to research what you are going to do, decide how you are going to make it, you then have to type it out on the computer, you have to laminate it, you have to cut it up, and you have to bag and label each activity. And you look at a kit and think, ‘That’s wonderful’. But it is literally hours and hours of work. And again this is where the system falls down. Even with the best intentions in the world, you just don’t have time. It does tend to come down to money and time again. I said to [our principal] this morning, ‘Is there any money left in our NESB budget so that the committee could be released so we could just get some more resources made for next year?’ So he said, ‘Just go and see the office manager and see what’s coming up, we may be able to release one of you.’ If we had two of us, say, working for a day, we might get two new kits completed. But then there is maintaining those kits. Things get lost. All the boxes, you know, those Phase 1, 2, and 3 boxes that I mentioned before, I’ve just collected all those in. And they need hours of work because pieces have been lost. And it is not the sort of thing where you can say to a teacher aide, ‘OK, will you go and make a kit’, because you actually need a trained teacher to [be able] to say, ‘Well, this is what we are going to do, we want to [make a resource based on] the science syllabus, we’ll do this from the English curriculum’, or whatever. And then you have to laminate [the materials] — it seems ridiculous a teacher doing this but it takes more time to explain it to somebody [than to do it yourself] because each kit is quite different.” [ESOL coordinator, intermediate school.]

“There are so many neat activities that we can make but we don’t always have the time to make them. And of course they always need redoing, they don’t last very long if you are making them yourself.” [Classroom teacher, primary school.]

“If I had more time, I would go into the junior school. The theory is they just learn being immersed in the language but as studies show, that’s not really true. They benefit greatly with a lot of extra help. But there are not enough hours for me to do that, specially [as I have to] help [older] children who have [just] come from other countries. They are just thrown right in the deep end. The new arrivals [amongst the older students], they need most time. [An older] boy arrived yesterday that I haven’t met yet, I need to assess him today. He will need a lot of time. [Ideally], I would initially spend all morning five mornings a week with him but I won’t be able to. It’s a critical time too [when they first arrive], as when they pick things up and when they’re speaking they might get things wrong. Like the ones who have difficulty with their ‘th’s’ — not everyone has the same ability to be able to pronounce the same things. You just have to teach them sometimes and if you don’t have time with them they just learn things wrongly and speak it wrong for the rest of their lives. That’s a little pet thing I have, there is no excuse for a child saying ‘da’ instead of ‘the’. They can all learn but if you don’t have time you don’t pick it up and the new arrivals, I need more time.” [ESOL coordinator, primary school.]
“Additional support could come from the community, from parents and so on. It would be great to have the time to set that up and if we had a full-time ESOL coordinator they could do that. There are definitely people out in the community who would come and give support. Some teachers already have one or two [support people]. And I think if you had the time you could get so much support from the community. ... It’s just making the contact with them and giving them the confidence — that they are wanted and that they are valued, highly valued, members of our community, that we are just not utilising. Again, it needs somebody who has got the time to be out there mixing, talking, meeting with them once a month, bringing them into the school, showing them around, [telling them], ‘This is what we are doing, this is what we would love you to do.’ We just under-utilise the wealth of potential out there. ... We know in our hearts what we want but as teachers we can’t do it because we are prevailed upon more and more.” [Classroom teacher, intermediate school.]

“Finding enough time to spend with these [NESB] kids and the time to prepare good scaffolded lessons for these children when you’ve got classes of 36 or 37 is really, really difficult at times.” [ESOL coordinator, intermediate school.]

Concluding Comments
The message from participants in the study was clear and unequivocal: that levels of discretionary ESOL resourcing (staffing and funding) were insufficient for the purpose.\(^2\)

\(^2\) That is, at the time of the study (November 1995).

\(^3\) A decision has since been made by Government to raise the level of ESOL funding from the 1997 financial year. Refer footnote 1 on page 4 of this report for further details.