

ACCESS TO ENGLISH LANGUAGE IN NEW ZEALAND: A responsibilities framework

ELP POSITION STATEMENTS English language provision we believe learners should be able to access	ASPIRATIONAL GOALS FOR LEARNER ACCESS we believe in ¹	ELP CONTRIBUTION our procedures for working with learners ²
<p>1. All refugees and their family members should be able to access significant levels of fully-funded English language provision that supports their resettlement</p>	<p>All refugees and their family members have access to 10 hours per week of fully-funded English language provision for seven years</p> <p><i>Not all learners will take up or need this much provision; some learners may require more.</i></p>	<ol style="list-style-type: none"> 1. establishing language goals and provision needs AND 2. referral to appropriate service OR 3. providing service OR 4. wait-listing AND 5. partnering / fundraising to provide service OR 6. advocacy based on data
<p>2. Migrants with permanent residence (PR) such as family category, points category, business investors and others are large in number and need to be prioritised. High priority PR migrants are those with high English language and resettlement needs</p> <p>2.1. High priority PR migrants should be able to access subsidised and affordable English language provision that supports their resettlement</p> <p>2.2. Other PR migrants may be able to access subsidised English language provision that supports their resettlement where they share some financial responsibility for the provision</p>	<p>PR migrants are prioritised and high priority learners have access to 3 hours per week of subsidised and affordable English language provision for 5 years</p> <p><i>Not all learners will take up or need this much provision; some learners may require more.</i></p>	<p>Determining if the learner is high priority AND IF SO</p> <ol style="list-style-type: none"> 1. establishing language goals and provision needs AND 2. referral to appropriate service OR 3. providing service OR 4. wait-listing AND 5. partnering / fundraising to provide service OR 6. advocacy based on data (as a centre/nationally) <p>OR IF NOT</p> <ol style="list-style-type: none"> 1. working further with the learner as per steps 1-6 above at the centre's discretion
<p>3. Migrants without permanent residence (non-PR) such as holders of work visas, visitor's visas, guardian visas and others attract no government funding, are large in number and need to be prioritised. (NB refugee family members belong in category 1 above.) High priority learners are those with a strong likelihood of settlement in New Zealand, and have high English language and resettlement needs</p> <p>3.1. High priority non-PRs may be able to access English language provision that supports their resettlement where they share some financial responsibility for the provision</p> <p>3.2. Other non-PRs and international students are financially responsible for their English language provision</p>	<p>Non-PRs are prioritised and high priority learners have access to an English language service which is funded by income from learners and other sources</p> <p>International students (no goal)</p>	<p>Determining if the learner is high priority AND IF SO</p> <ol style="list-style-type: none"> 1. establishing language goals and provision needs AND 2. referral to appropriate service OR 3. partnering / fundraising and charging to provide service OR 4. advocacy based on data (as a centre/nationally) <p>OR IF NOT</p> <ol style="list-style-type: none"> 1. working further with the learner as per steps 1-4 above at the centre's discretion <p><i>Current Vote Education funding may not be used for non-PRs</i></p>

¹ ELPNZ has a strong desire to see these goals achieved by all those involved in supporting refugees and migrants in New Zealand working collaboratively together.

² Refer to Working with learners: procedures and priorities (published 2012)