Mission Statement

While respecting and valuing the richness of cultural and linguistic diversity, English Language Support at Wesley Institute strives to empower NESB students from a range of different communities to access the same educational opportunities as their English-speaking peers and to become fully-integrated members of the Institute and wider community. The Institute intentionally seeks to identify student English language needs, recognise the skills they bring to Institute, and ensure a quality of access to the curriculum.

As such, the Institute is committed to making appropriate provision of teaching and resources for students for whom English is a second or additional language, and for raising the achievement of those students who are at risk from under-achievement due to English language challenges.

Staff Roles and Responsibilities

Academic Director

(a) Assume overall responsibility for the development and implementation of the Institute’s language support profile.
(b) Oversee the development, implementation and review of the provision of language support across the Institute.
(c) Ensure adequate physical and virtual teaching resources are provided for language support.

Head of School

(a) Assume direct responsibility for coordinating language support.
(b) Identify the language support needs of individual students.
(c) Place emphasis on oral and written language development across the curriculum.
(d) Set learning targets for students at an appropriate level.
(e) Facilitate the adjustment of coursework activities in line with agreed needs and activities.
(f) Ensure a high level of consultation and co-operation between lecturers and students.

Lecturers

(a) Set achievable language acquisition targets for each student.
(b) Prepare each student, on an ongoing basis, to access learning opportunities.
(c) Provide, as required, modified programs of work and assessment based on the curriculum.
(d) Support the ongoing development of students’ English language proficiencies, thus increasing access to the curriculum and providing the same education opportunities as available to first-language English speaking peers.
(e) Assist each student to develop appropriate and independent strategies and skills to support their learning.

Assessment, Monitoring and Review

(a) Ongoing observation of the language and literacy performance of each student.
(b) Screening and selecting pupils for supplementary teaching when appropriate.
(c) Maintaining appropriate records on each student to ensure continuity of language support across the degree.