



*COROMANDEL  
OUTDOOR  
LANGUAGE  
CENTRE*

**EDUCATIONAL TOURISM NZ LTD**

# **ENGLISH AS A FOREIGN LANGUAGE**

## **‘Learning by Doing’**

# **Student Handbook**



International Association of Language Centres

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## Conditions of Enrolment

REGISTRATION is necessary at least 2 weeks before the course commences.

FULL PAYMENT OF ALL FEES IS DUE before the course commences.

NO TRANSFER OF FEES.

COURSE CHANGES only at the discretion of the Director or, in his absence, the School Manager.

REFUNDS: All fees are converted to NZ\$ on the day of receipt and the refund is the equivalent of the NZ\$ value on the day of receipt. All applications for refunds must be accompanied by the original documents issued by Coromandel Outdoor Language Centre along with evidence that the documents were not used to obtain a visa to come to New Zealand. All refunded monies must go to the person from whom Coromandel Outdoor Language Centre received the monies.

(1) If students wish to withdraw within 8 days of starting a course, students will receive as a refund all the monies received which exceed NZ\$500 or 10% of the amount paid, whichever is lesser.

(2) If students wish to withdraw after 8 days of starting a course, this is possible only in special circumstances approved by the Director or, in his absence, the School Manager. The application for this refund must be made at least 2 weeks before the course is to end. Students will receive as a refund all the relevant fees less 25% handling fee.

PUBLIC HOLIDAYS: No compensation is given for days the school is closed due to Public Holidays. The normal weekly rate is payable for weeks in which there are holidays. The Public Holidays dates are available upon your request.

AGES ACCEPTED: Minimum age 16 years for individual students.

HOMESTAY ACCOMMODATION is arranged only for the duration of the studies, except in special circumstances. The family must be respected, their home is not a hotel.

ALL STUDENTS UNDER THE AGE OF 18 who have no legal guardian resident in New Zealand, must stay at Coromandel Outdoor Language Centre arranged accommodation.

LIABILITY: Coromandel Outdoor Language Centre cannot be held responsible for any sickness, injury, damage or loss incurred within the Language Centre or on Language Centre activities. It is the responsibility of the student to arrange personal insurance. Coromandel Outdoor Language Centre can provide information about insurance. Coromandel Outdoor Language Centre cannot be held responsible for any Language Centre closure due to circumstances outside the control of Coromandel Outdoor Language Centre. There is no refund in such circumstances. If the weather is unsuitable for any activity an alternative activity will be arranged. No refunds for cancelled/alternative activities.

PERSONAL LIABILITY: The Law concerning personal liability in New Zealand is entirely contained in the Injury Prevention Rehabilitation and Compensation Act 2001 (Section 20). No personal injury claim can be made against Coromandel Outdoor Language Centre or any other company, organisation or any individual.

CONTACT DETAILS: Students must advise Coromandel Outdoor Language Centre of all changes.

PASSPORT: Students must bring their passports to Coromandel Outdoor Language Centre on the first day of lessons.

STUDENT FEES PROTECTION POLICY:

(1) The fees of all students on a student visa are placed in a Trust Fund operated by the Auckland Regional Chamber of Commerce on behalf of English New Zealand.

(2) All student fees are protected with a Bank Bond held by the Trustees, Gilligan Shepherd, 253 Queen Street, Auckland (telephone (09) 309 5191). In the event that an application needs to be made with the

Trustees, please apply in writing.

(3) Fees are protected as provided for in the Ministry of Education Code of Practice for the Pastoral Care of International Students.

IMMIGRATION: Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available through the New Zealand Immigration Service, and can be viewed on their website at <http://www.immigration.govt.nz>.

AT PRESENT GOVERNMENT TAXES include 15% Goods and Services Tax (GST). If Government taxes increase, such increases will be added to fees.

CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS: COROMANDEL OUTDOOR LANGUAGE CENTRE has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students published by the Minister of Education. Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education website at <http://www.minedu.govt.nz/goto/international>.

ELIGIBILITY FOR HEALTH SERVICES: Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly-funded health services are available through the Ministry of Health, or can be viewed on their website at <http://www.moh.govt.nz>

ACCIDENT INSURANCE: The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at <http://www.acc.co.nz>

MEDICAL AND TRAVEL INSURANCE: International students must have appropriate and current medical and travel insurance while studying in New Zealand. We are unable to accept your enrolment unless you have insurance that will cover the cost of medical treatment in New Zealand for the duration of your stay in New Zealand. You must also obtain insurance to cover your travel to and from New Zealand and any loss of luggage. Please advise if you require any help arranging travel and medical insurance. We can arrange insurance for you with Uni-care, their website is <http://www.uni-care.org> You must bring proof of insurance documentation with you on your first day.

## STAFF LIST

OUR STAFF ARE HERE TO HELP YOU. PLEASE ASK US IF YOU NEED ANY HELP.

### Teachers

Muriel Jakowitsch - Director of Studies  
 Ross Liggins - Assistant DOS  
 Helen Curtis  
 Alistair Bailey  
 Kate Nielsen  
 Kay Smith  
 Tina Spencer

### Relieving Teachers

Kath Garland  
 Johanna Blackmann  
 Ipanema De Beer  
 Sandy Keir

### Activity Teachers

Bernice Thompson  
 Ross Liggins  
 Kuika Illingworth

### COLC Office

07-8664802

Kim Lawry - Managing Director and Owner 07 866 4071 (home)  
 Robyn Lawry - Financial Director 07 866 4071 (home)  
 Kathy Baumgren - Financial Administrator  
 Tanya Piper - Senior Administrator  
 Allyn Kersnar - Administrative Assistant  
 Sandra Keir - Homestay Coordinator

## STUDENT COUNSELLORS

### Japanese

Kimiko Liggins Ph: 07 866 2252 Wk: 07 866 4802 Mob: 021 931 353  
 Yuko Suzuki Ph: 07 866 0708 Mob: 021 02205016

### German

Muriel Jakowitsch Ph: 07 866 5372 Wk: 07 866 4802  
 Johanna Blackman Ph: 07 866 0279 Mob: 027 237 9086

### French

Muriel Jakowitsch Details as above

### Italian

Muriel Jakowitsch Details as above

### Korean

Grace Ryu Ph: 09 837 45 72

### Mandarin

Kang Ning Zhou Ph: 09 576 4117 Fax: 09 360 3412

### Thai

Grace Mob: 021 176 9166

### Czech

(Mr) Jan Benes Ph: 07 549 1770 Wk: 025 271 0061/ 07 549 1219

### Russian

Valentina Kendrick Ph/Fax: 09 233 4193

### Vietnamese

Andy Nguyen Mob: 027 5706 979 [nvuanh@hotmail.com](mailto:nvuanh@hotmail.com)

### Spanish

Ipanema De Beer Ph: (07) 866 2979

## Orientation Programme

On arrival at COLC, you will be taken on a tour of the school and meet other students and staff. All staff members are here to help you and there are people available at school or by telephone who speak your language. Please look at all the documents in your Orientation Pack as there is a lot of important and helpful information covering a wide range of aspects concerning your stay in NZ.

If you are new to New Zealand, during your first week, your lecturers and other staff will familiarise you with living in Whitianga. If you are staying with a home stay family, your home stay hosts are also available to help you.

## HOW TO SUCCEED AT COROMANDEL OUTDOOR LANGUAGE CENTRE

Here at COLC, your teachers and office staff are always ready and willing to help you to succeed. We understand how hard it can be to study in another language and to live in a new country.

If you do need help, go immediately to your teacher or counsellor. Often a one-on-one session will solve the problem and let you get on with being successful. Your teacher or the Director of Studies will work with you to ensure you obtain the help you need.

At COLC, we believe that there is no substitute for hard work and regular attendance. If you have to miss a class because of sickness, be sure to contact the School and, if possible, ask a classmate to take notes for you and make sure you get all the handouts from the missed lessons. Do not miss classes just because you do not feel like going. Remember, the reason you are in New Zealand is to learn English and reach your language learning goal.

In class, a successful student listens to the teacher and respects the rights of all other students to hear what is being taught. He or she will often be asked to participate in the class by answering questions or doing group or individual activities. Group work is an important way of applying knowledge and also prepares you for future jobs. Often you will feel shy about participating, but remember that most of your classmates also feel shy. Contributing makes you a better student.

At the end of each school day, spend some time reading through the work you did in class. Write down anything that you do not understand and ask your teacher the next time you are at school.

## STUDENT EVALUATIONS

During your course at COLC, you will be asked to complete and return Student Surveys. This is to ensure that feedback is gathered regularly from students for use in monitoring and reporting on the quality of courses and teaching and in supporting quality enhancement and thereby to enable COLC to identify and address any matters where any aspect of the school, home stay system or community relations are inappropriate or fall short of the school's goal to provide students with an excellent English language learning experience. You will receive an Initial Student Survey at Orientation for return at the end of your first week; in the sixth week of your course, and every six weeks after this, you will be given an Interim Student Survey. At the end of your course, you will be given the Final Student Survey at the beginning of your last week. We appreciate your honest feedback on all aspects of your stay here so that we can continue to improve our programmes and services to give students the best possible learning experience in New Zealand. You are also welcome at any time to speak with staff about any concerns or dissatisfactions you have about any aspect of the school or your experience in Whitianga.

## PROGRAMME OVERVIEW AND CHANGES TO YOUR PROGRAMME

At COLC we offer a variety of courses you can choose from: please see our School Brochure included in your Orientation Pack or talk to any of our Office Staff for assistance at any time.

If you wish to change your course, please go to the office and ask for a green form and the office staff will help you to fill out the changes you would like to make. Remember, you must let the office know at least one week in advance if you want to change your course. There is one free course/homestay change and then \$30 per change after that.

### Curriculum Overview

#### **Aims and objectives**

Using state-of-the-art international textbooks, the aim of COLC's curriculum is to facilitate students' progress towards communicative competence in English through reading, listening, pronunciation, writing and speaking activities. To motivate students and further their understanding and production, supplementary materials such as newspapers, books, pictures, videos, DVD's, magazines, realia and IT will be incorporated. To encourage students to achieve autonomy in their learning, they will be encouraged to use self-study materials e.g. library books, specific texts, CD's, tapes, etc. which will be available to every student on request. To optimize their language acquisition, students will be provided with information on 'how to learn' to accelerate learning and heighten awareness of the language learning process. Students' individual learning styles and preferences will be evaluated regularly in order to maintain optimal participation and motivation. To encourage students to write, all classes will produce written work for publication in the school magazine. Through personalizing textbook units and creating relevance for the students, teachers will demonstrate respect for students as individuals, acknowledging their cultural diversity. To familiarize students with their chosen study destination, aspects of New Zealand history, geography and culture will be integrated into the language curriculum. All courses and activities offered will take advantage of the community and local environment in order to extend students' learning beyond the school premises.

In order to maintain a high level of teacher/student communication and interaction, all morning and afternoon general classes are limited to a maximum of ten students and examination courses to a maximum of six students.

#### **Morning Classes : 9 – 12 noon: Class Levels**

(high season):	Beginner/Lower Elementary, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate
(low season)	Beginner/Elementary, Pre-Intermediate, Intermediate, Upper Intermediate
<b>9 - 10.40am:</b>	Textbook-based instruction covering all language skills using New Cutting Edge, New Headway , New English File

#### **Level 1 (Beginner)**

**AIM:** to equip students who have essentially no communication ability in English with basic elements of active and passive communication skills to enable them to meet immediate needs and in order that they can confidently progress to a higher learning level.

#### **CONTENT**

Students will be presented with and do extensive communicative practice in the following areas:

- Grammatical/Structural Content  
Tenses: Present simple (affirmative, questions, negatives), there is/are, adverbs of frequency, past simple (affirmative, questions, negatives), future: going to; modal verbs (can, can't).
- Lexical Areas  
Cardinal/ordinal numbers, countries and nationalities, colours, basic clothes items, daily routines, hobbies, shopping, prices, prepositions of place and direction, calendar, family, sports, eating out, common foods and drinks, means of travel, weather, natural world.
- Functions/Skills  
Greetings, introductions, apologizing, thanking, saying goodbye, giving reasons, sequencing, describing people's appearance, asking for and giving advice, basic spelling, counting, going shopping, ordering a meal, organizing a trip, writing a simple letter, pronunciation skills.

#### **LEARNING OUTCOMES**

On completion of this level students will be able to:

- use and understand a very basic repertoire of words and simple phrases;
- communicate very basic information about him/herself, family and immediate needs in a simple way.
- join simple phrases with words like “and” or “then”.
- use memorized, short phrases for specific purposes with reasonable accuracy.
- speak in very short phrases and isolated words
- use the simplest everyday polite forms of greetings and farewells; introductions; saying “please”, “thank you”, “sorry”, etc.

The student can now be termed an intermittent user of English

## **Level 2 (Elementary)**

**AIM:** to extend the student’s basic competence in English to a higher level

**CONTENT:** At this level students will be presented with and do extensive communicative practice in the following:

### 1. Grammatical/Structural Content

Tenses: present simple, present continuous, simple past, future (going to, will), present perfect/simple past use, basic question forms, question words, negative and imperative sentence forms, subject and object pronouns, possessive forms, adjectives of frequency, 'some/any', simple comparative, superlatives, modals: "can, could", prepositions of place and direction.

### 2. Lexical Areas

Numbers/amounts, family, countries, colours, clothes, household spaces and items, daily routines, hobbies, shopping, , calendar, family life, sports, eating out, food and drink, travel, vacations, weather, feelings, natural world.

### 3. Functions/Skills

Introductions, apologizing, requests, giving reasons, sequencing, describing places and events, describing people's appearance, asking for and giving advice, expressing likes and dislikes, going shopping, making plans, making invitations, ordering a meal, organizing a trip, writing a simple letter, basic spelling, pronunciation skills.

## **LEARNING OUTCOMES:**

On completion of this stage, students will be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type;
- Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help
- Engage in simple conversations about family, work, places, people, events, hobbies, food
- Express themselves with basic competence in familiar situations.
- Write simple notes, personal details, complete simple forms
- Read simple texts for information.

The student can now be termed a 'limited' user. (Common European Framework of Reference, Council of Europe, Basic User A1 (Breakthrough), TOEIC equivalent ca. 220).

## **Level 3 (Pre-Intermediate)**

**AIM:** to extend the student’s communicative competence level in English to a higher level and develop an ability to cope well with overall meaning in most situations.

**CONTENT:** At this level, students will be presented with and do extensive communicative practice in the following:

### 1. Grammatical/Structural Content

Revision of tenses from elementary level, ‘used to’, past continuous, present perfect continuous, past perfect, present simple passive, past simple passive, "there is/there are", modals, first conditional, subordinate clauses, tag questions, quantifiers with countable/uncountable nouns, gerunds, indefinite pronouns, reflexive,

### 2. Lexical Areas

Leisure activities/holidays/hobbies/interests, feelings, jobs, routines, special occasions, physical and personal characteristics, ambitions and dreams, geography, health, money

### 3. Functions/Skills

Asking for information/opinions/permission, making requests, applying for jobs, talking about possibility, talking about the future, talking about consequences, making approximations, asking for permission, narrating past events, booking accommodation, writing descriptions, exchanging opinions, describing places, events and things (oral and written), giving directions, dictionary use, pronunciation skills.

**LEARNING OUTCOMES:** On completion of this level, students will be able to:

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc
- deal with most situations likely to arise whilst traveling in an area where the language is spoken;
- write invitations and produce simple connected text on topics which are familiar or of personal interest;
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

(Common European Framework of Reference, Council of Europe, Independent User with basic command of the spoken language -A2 – (Waystage) IELTS level 3, TOEIC score 246 - 380) to B1 (Threshold) IELTS level 3.5 – 4.; TOEIC score 470)

## **Level 4 (Intermediate)**

**AIM:** to extend the student's communicative competence level in English to a higher level where he/she will be able to use more complex language and will succeed in understanding and communicating general content with greater accuracy.

**CONTENT:** At this level, students will be presented with and do extensive communicative practice in the following:

1. Grammatical /Structural Content

Revision of all tenses from Pre-Intermediate level, present perfect passive voice, reported statements, commands and questions, second conditional, modal verbs of request, suggestion, obligation and permission in the present and past, past modal forms.

2. Lexical Areas.

Routines, social behaviour, memory, countries and travel, life events, success, work, media, society, dilemmas, personality and character,

4. Functions/Skills

Skimming/scanning/summarizing, texts, recognizing style, extended English/English dictionary use, deducing meaning of unknown words. Gist listening, listening for specific information, note taking, deducing meaning from context. Formal/informal letters, CV's, descriptions, narratives. Story-telling, discourse management.

**LEARNING OUTCOMES:** On completion of this level, students will be able to:

- Demonstrate a sufficient range of language to describe situations and events in the past, present and future;
- Express thoughts and opinions on abstract and cultural topics;
- Explain the main points relating to ideas, problems, arguments with reasonable precision;
- Use connecting words to link sentences into a coherent sequence;
- Communicate with reasonable accuracy in familiar contexts and keep conversation going effectively without help;
- Read and listen for gist and details;
- Write reports, stories, personal and formal letters showing awareness of text cohesion, sequencing and linking devices;

(Common European Framework of Reference, Council of Europe B1+ (Independent User); Entry level to FCE /IELTS/ TOEFL exam preparation courses; TOEIC 470 – 60)

## **Level 5 (Upper-Intermediate)**

**AIM:** to extend the student's communicative competence level in English to a higher level where they will attain operational command of the language.

**CONTENT:** At this level, students will be presented with and do extensive communicative practice in the following:

1. Grammatical/Structural

Phrasal verbs, idioms, relative clauses, gerunds, reported passive speech, clauses of comparison, revision of all tenses, passive and active, real and hypothetical.

2. Lexical Areas

Exercise, current affairs, relationships, art, literature, music, science, media, prejudice, censorship, psychology, justice, environmental problems.

3. Functions/skills

Completing/writing questionnaires, telling jokes, making presentations, exchanging and comparing information, holding debates and informed discussions, recognizing styles, summarizing information.

**LEARNING OUTCOMES:** On completion of this level, students will be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization;
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- Understand and orally summarize extracts from news, items, interviews of documentaries containing opinions, argument and discussion
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;

(Common European Framework of Reference, Council of Europe, Independent User B2 (Vantage): FCE, IELTS level 5 - 6; TOEIC 541 - 700).

### Conversation Class at all levels

Using COLC-generated, plus an extensive range of published ESL communicative activities, students will further their communication skills through interactions involving conversations, discussions, debates, role-plays, simulations, drama, music, video-making, puppet theatre, story-building. Students will be encouraged to present/perform completed projects at whole-school gatherings. Conversation class teachers should liaise with text-book class teachers to support and extend topics and activities studied in the text-book class.

### **Themes for Conversation Classes:**

<b>Elementary/</b>	<b>Pre-Intermediate Level topics</b>	<b>Intermediate/Upper Intermediate Level topics:</b>	
Adventures	Life stories	Art	Music
Animals	My Future	Advertising	Occult
Celebrations	School/Education	Business	Politics
Cities/countryside	Shopping	Culture	Psychology
Clothes	Sports	Education	Relationships
Entertainment	Transport	Entertainment	Religion
Family	Travel	Health	Society
Health	Vactions	History	Technology
Hobbies	Weather	Industry	Theatre
Houses		Languages	The Environment
		Life Events	The Future
		Media	The Law and Crime

### 1.15 – 2.45pm General Course – Afternoon Class

The number of class levels depends on student numbers with a minimum of 2 classes being offered. As class participants can change on a weekly basis, each module is designed to be completed within one week. Depending on the season and demand, students from different levels might be in the same class and teachers will therefore prepare multi-level materials and activities. (See Afternoon Class Registers).

Lessons will focus on facilitating students to develop competency in a variety of life situations with the focus on communicative purpose.

In the afternoon classes, students are presented with a combination of themes and functions from the main curriculum and lessons will reflect the structure below:

Stage 1: Presentation of theme/function and warm-up activities

Stage 2: Intensive skills practice

Stage 3: Production

Stage 4: Review and summary of progress and suggestions for the following week's theme/function.

### Lower Level Functions:

getting to know you;

requesting and giving directions;

apologizing; thanking; giving reasons; sequencing;

going shopping; ordering a meal; organizing a trip;

describing: people's appearance, homes, places, events, everyday items;

asking for and giving advice;  
 making telephone calls, travel plans, invitations requests, simple recipes and cooking;  
 expressing likes and dislikes;  
 writing for school magazine, writing a simple letter, postcard, email;  
 pronunciation skills

### Themes

Appropriate level themes from conversation class topics (see above)

### Upper Level Functions:

applying for jobs, courses of study;  
 talking about: possibility, the future, consequences;  
 requesting: information, permission;  
 making complaints ;  
 narrating past events, stories;  
 planning trips;  
 describing places, events and things;  
 giving directions;  
 listening for specific information;  
 compiling, completing questionnaires;  
 telling jokes;  
 making presentations;  
 exchanging and comparing information and opinions;  
 holding debates and informed discussions;  
 writing articles for school magazine.

### Themes

Appropriate level themes from conversation class topics (see above).

## **Private lessons - one-to-one/pair lessons**

Topics and skills practiced are negotiated between teacher and student.

## **Examination Classes: FCE, IELTS**

Prior to being accepted into an exam preparation class, students must pass a COLC examination class entry test at a suitable standard. Students who attain an intermediate level pass equivalent to CEFR B1, will be considered. Exam courses have a maximum of six students per class.

**AIM:** to develop students' knowledge and usage of English to meet the standards of FCE and IELTS and to attain a high level of skill in examination techniques.

**CONTENT:** Students will do intensive communicative practice covering all key areas that will be examined: vocabulary, grammar, speaking, listening, pronunciation, idioms, in EP classes. The most up-to-date exam preparation textbooks, CD's, DVD's, workbooks and sample tests will be employed for all courses. These are reviewed annually.

### **LEARNING OUTCOMES:**

On completion of courses, students will be familiar and confident with all aspects of the exam process through extensive test practice using actual past papers and will be able to:

- understand a wide range of demanding, longer texts (both in listening and reading), and recognize implicit meaning;
- skim and scan texts for gist and specific information;
- Interact with a good degree of fluency and spontaneity on a wide variety of general topics: express him/herself fluently and spontaneously without much obvious searching for expressions;
- Write clear, detailed, well-structured letters, texts, essays, opinions and reports on a wide range of subjects.

(Common European Framework of Reference, Council of Europe, Independent User B2: FCE, IELTS level 5.5 – 6.5; TOEIC 730).

## **Special Modules**

### **Whole school activities**

Our curriculum includes whole school activities which have been developed by DOS and teachers and integrated into our school program. Teachers' expertise and skills, in a variety of areas, are utilized in the development and presentation of these classes e.g music, health, environmental studies, linguistics and drama. These activities accelerate language acquisition through validating students' preferences, offering new and exciting experiences relevant to their time in NZ and to their own lives, professions, future plans, interests and creativity. They also allow students from different levels to mix and mingle and be partnered with each other and so enhance communication within the school.

1. Special Classes are run periodically from 9 -12, after discussion at staff meetings, and students can generally choose which class they want. We develop new modules if so requested by students. Examples of special classes are:

Travel in NZ : students are introduced to NZ, practice building itineraries, making bookings and travel arrangements, become acquainted with Maori place names.

Maori Culture: students receive an introduction into Maori history, culture, values.

Song-writing: students develop writing skills and an appreciation of rhyme, rhythm, stress and tone.

The Environment: local and international environmental issues are explored.

The Human Body and Health: students explore concepts of well-being, health, injuries, medical treatments, etc.

Problems in English for speakers of French/German: students can develop an understanding of transference problems from their mother tongues into English (Classes taught by fluent speakers of the languages cited).

Pronunciation: students practice either in general groups or in language specific groups where pronunciation difficulties peculiar to their mother tongues can be worked on intensively

Museum visit: students are introduced into the local history of Mercury Bay.

2. Work Stations: These are run periodically from 9 – 12, dates being confirmed at staff meetings. We offer these on a variety of topics. Class levels are mixed. Supervised by teachers who have stations in different rooms, students visit each station and complete tasks, exercising different language skills, in 30 minute modules at higher and lower levels.

Examples of Work Stations offered to date: New Zealand, Maori Culture, Christmas, The Environment, the Coromandel Peninsula. Work stations are developed by teachers using a variety of resources at appropriate levels.

3. Singing: Whole school activity held on at least two Wednesday mornings 11 – 12 noon per month. With the support of song books, students sing together with a teacher playing guitar. Besides having fun, students practice pronunciation, reading, listening, vocabulary and develop an awareness of tone and rhythm. Students can contribute their own choices which can be processed and used in future singing classes. Music and song texts are also used in class on demand to develop listening skills and help students understand words to songs they like.

4. Drama/Games: Whole school activity held regularly on Wednesday mornings 11-12 noon, after discussion at staff meeting. Students engage in activities such as role play, simulations, pantomime, theatre games, word games, develop scenarios and perform sketches.

### **Afternoon activities**

These offer students the opportunity to continue their English language learning process beyond the classroom. Students do a variety of activities (see weekly programmes), where they meet, learn from and interact with local people from a variety of backgrounds, e.g. artists, artisans, gardeners, sports instructors, farmers, fishermen, business owners, tour operators. These activities are hands-on and reflect our 'Learning by Doing' motto. Students have workbooks covering essential vocabulary and helpful structures for each activity and are encouraged to use these with the support of host families to increase communication possibilities in the home. This booklet is handed out each week and explains the activities that will take place the following week.

## **Assessment and Academic Progress**

Assessment of student progress is an on-going feature of COLC and you will receive regular feedback from your teachers. If you think your class level is too high or too low or are not satisfied with the results of your monthly tests, you may speak directly to your teacher or to the Director of Studies who will organize a re-assessment. Students or teachers may suggest a change of class level at any time and the Director of Studies will make the final decision. Should you wish to have your own English level assessed in terms of international examinations (see table below), please request your teacher to organize this for you.

## Methods of Assessment

There are 4 methods of assessment:

Placement test: based on reading, writing, listening and speaking to determine your initial class level.

Teacher observation: based on your work in class and homework assignments recorded weekly by teachers in Student Class Progress Files;

Monthly progress tests: based on material studied in the previous month covering reading, writing, listening, speaking.

Final Assessment: based on your performance in class, monthly tests and on teachers' observation. (On completion of your course, you will receive a Certificate of Achievement only if you have attended at least 80% of your course.)

## Assessment Feedback

Teachers will give written progress reports based on monthly tests and performance in classes, at a one-to-one interview, to all students who have completed one month of study at COLC. You may approach your teacher or Director of Studies to discuss your progress or request special assistance at any time.

## Reassessment

In an effort to offer students every opportunity to achieve, these reassessment options are available if required.

- If a student fails to achieve the required standard in an assessment, but overall is deemed capable of achieving in the class in which he/she is placed, he or she may request or be offered the opportunity of a re-sit.

If the student has generally under-performed at the level of placement, possibly as a result of absenteeism or lack of commitment, he or she will meet with the class teacher and the Academic Director to discuss his/her non-achievement. An action plan, which may include transfer to a lower level, will be put in place, but no re-sit opportunity offered.

- If, however, the student requests a re-sit, provided the class teacher and the Academic Director are of the opinion that the student has a reasonable chance, with revision, to achieve at the required level, a re-sit may be offered.
- A request for, or offer of, a re-sit may be made verbally, but must be made within two days of the student receiving his/her result.
- A new test or activity at the same level and with similar content will be made available to the student to sit under identical conditions to the unsuccessful assessment.
- This re-sit will take place within a week of the previous one.
- Only one re-sit opportunity per activity will be permitted.
- No fee will be charged.

## COLC's Grading System

COLC uses the Common European Framework of Reference (CEFR) to describe students' level of communicative competence. The Common European Framework divides learners into three broad divisions which can be divided into six levels and these can also be further broken down into '+' divisions. These descriptors are also applied to COLC's curriculum and correspond to class levels. The table below shows a comparison of COLC's class levels in relation to CEFR as well as international ESL examination standards.

COLC	CEFR	Cambridge	TOEIC	BEC	TOEFL iBT	IELTS
Beg/EI	0 - A1					1-2
Upper EI/Pre-Int	A2 –B1	KET	246-380		32-42	3
Pre-Int/Int	B1-B1+	PET	381-540	Preliminary	43-61	3.5-4.5
Int/Upper Int	B1+-B2	FCE	541-700	Vantage	62-91	5-6
Upper Int/ Advanced	B2-C1	CAE	701-910	Higher	92-112	6.5-7

The CEFR describes what a learner is able to do in reading, listening, speaking and writing at each level.

Common European Framework of Reference

level	description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

## Student Code of Conduct

Coromandel Outdoor Language Centre has rules for students and staff. As a student you are expected to obey COLC's rules and behave at all times in a responsible way.

### 1. Attendance Rules

- a. All students attendance is recorded in a register. This register is filled in for each class each day. The registers are available for inspection in the staff room. Students who are on Student Visas must attend at least 80% of all classes. Any repeat absences will be highlighted by this system and a paper trail is available to check attendance. The Director of Studies should be aware of attendance matters and should speak to any student on a student visa whose attendance falls below 85%. If there is no improvement the school management will be informed. If attendance falls to 80% the school director will speak to the student. If there is no immediate improvement or if the situation lapses back to 80% again, immigration will be informed by letter, and a copy of the letter will be given to the student.
- b. All students are expected attend scheduled classes every day and arrive on time for all sessions. If you are late or leave early without the teacher's permission, you will be marked absent.
- c. If you are unable to attend, you must contact COLC as soon as possible by texting or phoning the office.
- d. If you need to take leave from your studies, you should inform the office, giving your reasons and contact details.
- e. If you do not attend regularly, are frequently late or are absent without good reason, you will be asked to attend an interview with the School Director.

### 2. Behaviour Rules

- a. We expect you as students to respect your School, your teachers and your fellow students and behave in a responsible way at all times, and not to act in any way which might have a negative impact on the reputation of COLC.
- b. In the classroom, you are expected to act with respect towards other classmates. COLC has students from a variety of different cultures and it is important to be aware of and respect cultural differences.
- c. We expect you to interact appropriately with every person on this campus. Violence or harassment of any person on or off campus is unacceptable.  
Harassment includes such actions as:
  - (i) Sexual or racial jokes or abusive language about someone;
  - (ii) Offensive gestures or comments;
  - (iii) Unwanted and deliberate physical contact;
- d. You must not use foul, obscene or abusive language.
- e. You must not smoke on campus except in a designated area.
- f. You are not allowed to have alcohol or illegal drugs at school.

### 3. Administration rules

You must provide COLC with your current address and contact phone number in New Zealand. If you change your address or your phone number, you must immediately let us know. If you are studying in New Zealand on a student visa, COLC is required by NZ Immigration Services to keep your contact details up-to-date while you are staying in New Zealand.

### 4. Computing and Internet rules

- a) Computers provided by COLC are for use by all students. Students are reminded that no student can have exclusive use of any one computer. Students are expected to show courtesy in their use of the computers and the Internet. Students may use the COLC Internet facilities for personal matters if the computers are not required by other students for study purposes.
- b) You are not entitled to download / view movies and music as this slows our system for all other users. Students who do not comply with this rule may have their access to the computers restricted or their student login id suspended.
- c) If you want to play your own music, you must use earphones so that other students are not disturbed.
- d) Any student who uses email or texting to harass, intimidate or abuse another student, staff member or member of the public may face immediate dismissal.

#### Special notes:

If you have concerns about another person's use of our computers, please speak to a staff member. Remember to save your files to your personal device such as a flash drive, cd or portable hard drive.

## Disciplinary Procedures

The disciplinary procedures are provided for the protection of students and staff.

If you do not comply with the rules:

1. You will be asked to come to an interview and will be given a written warning notice. If you have already received 2 written warnings about a matter and still do not comply with the rules, you may be dismissed.
2. If you do not comply with the rules, and put the reputation of COLC yourself or others at risk, you may be immediately suspended or immediately dismissed.
3. Any student, who has been dismissed, cannot continue with any course at COLC and no refunds will be made. If you are dismissed from COLC and are in New Zealand on a student visa. COLC is required to advise the NZ Immigration Service of your dismissal. The NZ Immigration Service may revoke your student visa.
4. The attendance rules mean that if you are absent for a long time or absent without informing COLC, you may be dismissed and your student visa revoked.
5. You may appeal against any disciplinary action by using the formal complaints process.
6. Further information on COLC's Disciplinary Rules & Procedures can be found on page 28.

## STUDENT SUPPORT SERVICES

1. Coromandel Outdoor Language Centre is committed to providing guidance and support services to assist all students enrolled.
2. COLC and our staff will respect the right of students to privacy and confidentiality.
3. If you have a problem, you may ask your counsellor for support, guidance and advice.
4. Student counsellors are skilled in the following areas:
  - a. Dealing with homestay and accommodation problems.
  - b. Providing guidance for personal and health problems.
  - c. Making referrals to the appropriate outside agency if a problem cannot be resolved.
  - d. Providing students with a list of resident doctors and dentists.
  - e. Helping with any difficulties of adapting to the New Zealand cultural environment.
  - f. Advice on where to go for help on any issue.
5. If you would like information regarding further study in New Zealand, please talk to your teacher or the Director of Studies.
6. COLC wishes to create a safe and an enjoyable environment for all students. If you have any matters of concern, you are encouraged to discuss them with pastoral care staff, your teachers, Director of Studies and counsellors.
7. Refer to the back of this handbook for a list of useful addresses and phone numbers of support agencies available in Auckland.

## LEARNING SUPPORT

1. All students will receive a textbook at their current level of study. If they move to a higher level for just one week at the end of their course, they will receive a photo-copied chapter of the textbook in use.
2. Apart from your scheduled classes, there is reasonable availability to teachers outside the classroom. You may ask your teacher for extra practice activities, e.g. reading, writing, listening materials. There is also a booklet in the student computer room that gives details on excellent websites for English learning.
3. One-on-one counselling can be arranged with a staff member. Ask your teacher or counsellor if you wish to have one-to-one counselling.
4. Library facilities are available at all class levels. Ask at the office for a Library Card if you wish to join Class Libraries. A deposit of \$10 is payable and this will be given back to you on return of the Library Card at the end of your course.

## HARASSMENT

Harassment can be verbal or physical behaviour by others towards you, which is unwelcome. It may be frightening, threatening or embarrassing. TELL SOMEONE IMMEDIATELY if other students, a staff member or anyone is harassing you.

If you see another student being harassed by anyone, tell someone immediately.

We ask that you seek advice and help from any member of staff if you think that someone is doing or saying something to you that upsets, threatens or frightens you. In New Zealand, all students have the right to study in safety.

## INCIDENTS AND COMPLAINTS

1. If you wish to report an incident or make a complaint, please speak to a member of our staff.
2. If you are still unhappy with the way COLC has dealt with your complaint, you should make your complaint in writing to the Director of Studies. You must include your name. All complaints will be dealt with promptly. You may request an opportunity to speak to the School Director or the Director of Studies in support of your complaint and have a support person present.
3. If you are still unsatisfied, you may make a complaint to English New Zealand (see notice on next page and on the school noticeboard) or/and to the New Zealand Qualifications Authority, Box 160, Wellington. The NZQA complaints kit is available on line at <http://www.nzqa.govt.nz/for-learners/rights/complaints.html> The phone number for NZQA is: 0800-QA-HELP that is 0800-72-4357
4. You may also make a complaint about non-academic matters to the International Education Appeal Authority, c/- Ministry of Education, Private Bag 92-644, Symonds St, Auckland 1150. The phone number is 374-5481 and the fax 374-5403. Email address is [info.ieaa@minedu.govt.nz](mailto:info.ieaa@minedu.govt.nz). Please see also the Summary of the Code of Practice for the Pastoral Care of International Students at the back of this handbook.

## Complaints Policy

### Objective

Our school's aims and objectives are to provide the best possible learning environment, and the best possible experience for our students while they are in New Zealand. If we are not performing to the expected level our students have the right to have their concerns addressed.

Students need to be well informed of a clear and concise process for dealing with any complaints they may have with regard to our performance as a Language Centre.

Internal and external avenues for complaints should be identified.

## DEFINITIONS

### Complaint

A complaint is an expression of dissatisfaction about the standards of service, actions, or lack of action by staff, or things directly affecting student achievement or well-being.

You may want to complain if you think:

- You have not been treated satisfactorily (fairly, politely, promptly, to an acceptable standard)
- We have not done something we should have done, or
- We have done something poorly.

## INFORMATION AVAILABILITY

1. Information regarding this policy, and the English New Zealand complaints procedure will be made available to the student on their first day. Both are also to be found in the Student Handbook, which is available throughout the school.
2. During first language counselling the student should be told that if they are unhappy with any aspect of our program they should in the first instance contact their teacher their counsellor or the office.
3. English New Zealand's Complaint Procedure is permanently on display on the student noticeboard.

## PROCEDURES

1. Before initiating any further complaint procedures, try to resolve any problems directly with the person/s concerned. Wherever possible, complaints should be resolved by a process of discussion, cooperation and conciliation.

If you cannot reach an agreement about your grievance, please follow these steps.

2. If you wish to report an incident or make a complaint, please speak to a member of our staff. Either see your teacher, your counsellor, or the office staff.
3. If you are unable to resolve the issue the next step is to take the complaint to the Director of Studies, for a teaching or academic matter, or to the School's Managing Director (or in his absence, the School Manager)
4. If you are still unhappy you may formalize the complaint by putting it in writing, (with full details of your name and the details of the complaint) and hand or send it to the Managing Director. A copy will be held in your file, and a written response will be given within 2 weeks.
5. Our school is a member of English New Zealand. If you are still unsatisfied with the outcome, you may make a complaint to this organisation.  
The address is: ENGLISH NEW ZEALAND, PO Box 35283, CHRISTCHURCH 8640.
6. If necessary students may also approach the New Zealand Qualifications Authority, Box 160, Wellington. The NZQA complaints kit is available on line at <http://www.nzqa.govt.nz/for-learners/rights/complaints.html>  
The phone number for NZQA is: 0800-QA-HELP that is 0800-72-4357  
Email: [Helpdesk@nzqa.govt.nz](mailto:Helpdesk@nzqa.govt.nz)
7. If necessary students can later approach the International Education Appeal Authority, PO Box 32001, Wellington.  
Phone (04) 462 6660, or Email: [ieaa@justice.govt.nz](mailto:ieaa@justice.govt.nz)

## **REGULAR SURVEYS**

All our students are regularly surveyed during their stay (6 weekly)

Our surveys provide ample opportunity for students to express any dissatisfaction they may feel.

The DoS reviews all student surveys. Any issues arising from these survey forms will be followed up by discussion with the student.

Substantive issues are to be recorded and evidence given of action taken. This needs to be signed off by the Dos or senior staff involved.



### **If you have a complaint or a problem...**

If you have a problem please let us know. You can talk to your teacher, the student counsellor or one of our office staff. You can make an appointment to see the school Director.

Our school is a member of ENGLISH NEW ZEALAND. If you have a complaint we haven't been able to resolve, you may wish to write to our professional body and ask for assistance. The address is ENGLISH NEW ZEALAND, P.O. Box 2577, Auckland.

If ENGLISH NEW ZEALAND is unable to resolve your problem, or if you do not think your complaint has been dealt with adequately, you can contact the New Zealand Qualifications Authority, P.O. Box 160, Wellington. The Authority has a free phone number 0800 QA HELP.

You can also contact the International Education Appeal Authority. The address is c/- New Zealand Ministry of Education, Private Bag 47-911, Ponsonby, Auckland. Phone no. is 09 374 5481 and the fax number 09 374 5403.

Please remember: if you have a problem or an emergency at any time or at any place in New Zealand, you can receive advice by telephoning the ENGLISH NEW ZEALAND emergency hotline number: 0800 106 108.

# NEW ZEALAND'S HUMAN RIGHTS ACT 1993

In New Zealand, it is unlawful to discriminate on the basis of:

age (from the age of 16 years); colour; disability; employment status; ethical or religious belief; ethnic or national origins; family (including pregnancy); marital status; political opinion or sexual orientation (including homosexual, lesbian or bisexual orientation)

These grounds apply if they currently exist or have existed in the past, are suspected or are assumed to have existed by the person alleged to have discriminated.

The Human rights Act applies to: access to public places, vehicles and facilities; education; employment; industrial and professional associations, qualifying bodies and vocational training bodies; partnerships; provision of goods and services; land, housing and accommodation. For more information go to: [www.hrc.co.nz](http://www.hrc.co.nz)

## SUMMARY CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS

Introduction

When students from other countries come to study in New Zealand, it is important that those students are well informed, safe, and properly cared for.

New Zealand educational providers have an important responsibility for international students' welfare.

This pamphlet provides an overview of the "Code of Practice for the Pastoral Care of International Students" (the Code), and provides a procedure that students can follow if they have concerns about their treatment by a New Zealand educational provider or agent of a provider.

What is the Code?

The Code is a document that provides a framework for service delivery by educational providers and their agents to international students. The Code sets out the minimum standards of advice and care that are expected of educational providers with respect to international students. The Code applies to pastoral care and provision of information only, and not to academic standards.

Who does the Code apply to?

The Code applies to all education providers in New Zealand with international students enrolled. The Code is mandatory to these providers and must be signed by them.

### What is an "international student"?

An "international student" is a foreign student studying in New Zealand.

### How can I get a copy of the Code?

You can request a copy of the Code from your New Zealand education provider. The Code is also available online from [www.minedu.govt.nz/goto/international](http://www.minedu.govt.nz/goto/international) .

### How do I know if an education provider has signed the Code?

The New Zealand Ministry of Education maintains a register of all signatories to the Code. This is available online from [www.minedu.govt.nz/goto/international](http://www.minedu.govt.nz/goto/international). If the education provider that you are seeking to enrol with is not a signatory to the Code, you will not be granted a permit from the New Zealand Immigration Service and you will not be able to study at that institution.

### What do I do if something goes wrong?

If you have concerns about your treatment by your education provider or by an agent of the provider, the first thing you must do is contact the principal, the international student director, or another person who has been identified to you as someone that you can approach about complaints at your institution. The Code requires all institutions to have fair and equitable internal grievance procedures for students and you need to go through these internal processes before you can take the complaint any further.

If your concerns are not resolved by the internal grievance procedures, you can contact the International Education Appeal Authority (IEAA).

### What is the International Education Appeal Authority (IEAA)?

The IEAA is an independent body established to deal with complaints from international students about pastoral care aspects of advice and services received from their education provider or the provider's agents. The IEAA enforces the standards in the Code of Practice.

**How can I contact the IEAA? You can write to the IEAA at:**

International Education Appeal Authority  
 Tribunals Unit  
 Private Bag 32-001  
 Panama Street  
 Wellington 6146  
 Fax: (04) 462 6660  
 Phone: (04) 462 6686  
 Email: [ieaa@justice.govt.nz](mailto:ieaa@justice.govt.nz)

**What will the IEAA do?**

The purpose of the IEAA is to adjudicate on complaints from international students. The IEAA will investigate complaints and determine if there has been a breach of the Code. The IEAA has the power to impose sanctions on education providers who have committed a breach of the Code that is not a serious breach. These sanctions include an order for restitution, publication of the breach, and / or requiring that remedial action be undertaken.

The IEAA will refer complaints that are not about pastoral care to another regulatory body if appropriate.

The education provider will be given a reasonable time to remedy the breach. If the breach is not remedied within that time, the IEAA may refer the complaint to the Review Panel.

The IEAA can determine if it considers that a breach of the Code is a serious breach. If the breach is a serious breach, the IEAA will refer the complaint to the Review Panel.

**What can the Review Panel do?**

The Review Panel can remove or suspend an education provider as a signatory to the Code, meaning that the provider would be prevented from taking any more international students. Only the IEAA can refer complaints to the Review Panel.

A summary of the Code of Practice for the Pastoral Care of International Students

The Code sets standards for education providers to ensure that:

- high professional standards are maintained
- the recruitment of international students is undertaken in an ethical and responsible manner
- information supplied to international students is comprehensive, accurate, and up-to-date
- students are provided with information prior to entering into any commitments
- contractual dealings with international students are conducted in an ethical and responsible manner
- the particular needs of international students are recognised
- international students are in safe accommodation
- all providers have fair and equitable internal procedures for the resolution of international student grievances

Full details of what is covered can be found in the Code itself.

The Code also establishes the IEAA and the Review Panel to receive and adjudicate on student complaints.

Students can now make a complaint on-line form MoE website:

<http://www.justice.govt.nz/tribunals/international-education-appeal-authority>