

POLICY: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

INITIAL COPY

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Policy

To enable students from language backgrounds other than English to acquire knowledge about Australian culture and develop competence and confidence in English, so that they can participate in all aspects of life.

Summary

- The New Arrivals Program provides intensive EAL instruction to prepare students for participation in mainstream schools. Students normally attend an English-language school or centre for between six to twelve months, depending on their educational background and/or refugee/humanitarian status.
- Development of communication skills in English will enable EAL students to widen their networks of interpersonal relations, have direct access to information in English and use their language skills for study, vocational and leisure purposes.
- In developing an understanding of Australian culture, EAL students should be able to use this as a basis for making informed comparisons with other cultures, and may have a deeper appreciation of their own personal identity and value.

Details

- On enrollment parents/guardians of newly enrolled SRP-funded EAL students will be informed of their right to access the New Arrivals Program for their children, if assessed as requiring an intensive English program.
- The target group for the New Arrivals Program is students who have recently arrived in Australia. To be eligible for the New Arrivals Program students:
 - I. must speak a language other than English as their main language at home;
 - II. must have proficiency in English that is determined, at the local level, to require intensive assistance to enable them to participate fully in mainstream classroom programs;
 - III. if entering the first year of primary schooling must have begun a New Arrivals Program within 18 months of arrival;
 - IV. if entering any other year of schooling, must have begun a New Arrivals Program within six months of arrival in Australia; and
 - V. at the time of enrolling in the New Arrivals Program, must be undertaking or intending to undertake primary or secondary education at a Victorian Government school as soon as practicable after completing the course.

Staff roles in EAL provision

All members of our school community have a role to play in the development and delivery of the school's EAL program. Staff roles may vary to meet the needs of the EAL learner cohort at CLPS. The following descriptions list responsibilities for each role:

Leadership team

The Assistant Principal or Wellbeing Coordinator:

- Ensures that accurate data is collected through enrolment procedures,
- Interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known.
- Ensures interpreters are used to obtain accurate information about the learner from parents.
- Ensures teachers have access to information about their students that is relevant to the teaching and learning program
- Promotes a culture that values diversity and ensures that intercultural perspectives are incorporated into all aspects of school life
- Encourages home–school partnerships and parent engagement.

Curriculum and literacy leaders

The curriculum and literacy leader:

- Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking, listening, reading, viewing and writing.
- Develops an approach that promotes access to the curriculum for all students including EAL learners.
- Builds teachers' knowledge of the explicit literacy and language demands of their teaching areas.
- Ensures that assessment in all learning areas is able to measure a student's capacity to engage with the literacy and language demands of the curriculum.
- Supports teachers in using assessment information to scaffold student's learning in literacy and language through the learning areas.
- Builds staff capacity in using appropriate assessment for EAL learners.

The EAL coordinator, Sub School Leaders or teacher:

- Provides specialist EAL teaching that increases students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum.
- Keeps abreast of the latest information in the EAL field and shares this with staff as appropriate.
- Works with teachers in curriculum areas to identify the language and literacy demands of the content and identify specific EAL-informed teaching approaches to address learner needs.
- Assists the classroom teacher in assessing EAL learners' competence in English, formulating practical goals and objectives for EAL learners and planning a program that caters for the needs of all EAL learners.
- Oversees the EAL timetable for scheduled classes to support EAL learners and their teachers.
- Works with the leadership team to analyse school data related to EAL learners and its implications for whole school provision.
- Works with curriculum and professional learning leaders to implement appropriate programs, EAL assessment and reporting.
- To work directly with students who are deemed as "new arrivals" in Years 3 – 6.
- To implement the school's "new arrivals assessment program" and relay this information to the child's classroom teacher and parents.
- To support the classroom teacher in developing an Individual Learning Plan (ILP) for all new arrivals.
- To ensure all new staff are provided with the relevant professional learning in order to have the necessary skills to cater for the needs of EAL students.
- To support EAL families by providing them with a mentor within the school community from the same background where necessary.

- To oversee the arrival of students from Noble Park Language School (NPLS).
- To liaise with NPLS and monitor the progress of students.
- To attend “handover” meetings with staff from NPLS and the child’s classroom teacher.
- To monitor and support students who have exited the school’s EAL.

Classroom teachers

The classroom teacher:

- Identifies the language learning needs of EAL learners when planning activities across all areas of the curriculum.
 - Plans curriculum that takes account of the understanding that EAL learners are acquiring English while learning about English, through English and learning how to read, write and speak at the same time.
 - A variety of resources and strategies, including the DET and TEAL web sites and EAL Companion and Continuum, will be used to support the teaching and learning and assessment of EAL students.
 - Makes the language and literacy demands required for success in each lesson explicit to all students
 - Scaffolds students’ language and literacy learning through the curriculum explicitly by using EAL strategies and teaching approaches.
 - Develops classroom learning tasks that relate to and build upon the experiences that students bring to the learning situation.
 - Uses assessment strategies that allow all students to express the understandings they have gained.
 - Keeps assessment records that indicate the growth of understandings and skills in both English and EAL.
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- Assessment will be carried out by the class teacher applying the EAL Stages or Victorian Curriculum Standards in line with the English Assessment Schedule.
 - EAL student assessment will be moderated within a teaching cohort and across the school to create consistent teaching and learning.
 - Informs parents of student progress in EAL as well as in the learning areas other than English.
 - Provides opportunities for all students to share the diversity of their experiences.
 - Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments attends relevant EAL professional learning.
 - Liaises with the EAL specialist.
 - Is committed to the ideal that we are all EAL teachers.
 - Has an understanding and working knowledge of the EAL Continuum.
 - Endeavours to move EAL students to appropriate VELs levels as they are deemed ready. EAL targeted support will be provided to selected students through the EAL Program, to assist English development and create a pathway for students to move from the EAL standards to the Victorian Curriculum.
 - Has high expectations of all learners including EAL students.
 - Allocates EAL parents with additional time to meet with interpreters prior to the Parent Teacher interview, Student Conference or Getting to Know You evenings.
 - A written report to parents will be completed twice yearly by the class teacher using the Victorian Curriculum or EAL Stages as appropriate.

EVALUATION

The ‘English as an Additional Language (EAL) Students’ Policy will be reviewed by the Literacy / EAL coordinator and Student Wellbeing Coordinator in consultation with the Education Policy Committee, every three years, or sooner if required.