



## English as an Additional Language (EAL) Policy

(Ratified by School Council: August 2015)

### **PURPOSE:**

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English.

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. All teachers are responsible for teaching the language and literacy demands of their learning areas.

Students for whom English is an additional language or dialect (EAL/EAD) require specific support to build the English language skills required for effective communication and access to the Australian Curriculum. Glen Waverley Primary School is an incredibly multicultural school with families from all over the globe. As a result, more than 50% of our students are learning English as their second language therefore it is paramount that we ensure their specific learning needs are met.

### **GUIDELINES:**

EAL learners are a diverse group, and their learning needs vary. EAL learners include students:

- beginning school in Australia at any year level
- born overseas or in Australia
- beginning school with little, some or no exposure to English
- with schooling equivalent to that received by their chronological peers
- with little or no previous formal schooling in any country, or with severely interrupted education in their first language.

Catering for the language and literacy development of EAL learners is a long-term, shared school community commitment. "The most effective EAL provision involves a whole-school approach" (EAL Handbook, Dept Education and Training Victoria). This means that EAL learners and their families are acknowledged, consulted, included, and active participants in the school community. It also means:

- targeted EAL programs are provided for students with the greatest learning needs
- all teachers are aware of the learning needs of the EAL cohort
- strong EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices
- EAL learners' progress is evaluated and reported against the EAL standards in the *EAL Companion to the AusVELS (the Companion)*

- teachers use the *EAL Developmental Continuum P-10* to broaden their understanding of the EAL standards in the *Companion*, to validate assessments of students' progress and to design appropriate learning experiences
- EAL programs and provision are regularly reviewed to ensure they continue to meet EAL learners' needs

### ***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 Glen Waverley Primary School. The following descriptions list responsibilities for each role.

#### Leadership team

The Principal or school leader:

- 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.

#### EAL specialists

The EAL coordinator, leader 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 deployment of students to Blackburn English Language School (BELS)
- To liaise with BELS and monitor the progress of students
- To attend "handover" meetings with staff from BELS and the child's classroom teacher
- To monitor and support students who have exited the school's EAL
- To oversee the extension of the classroom EAL kits

#### Classroom teachers

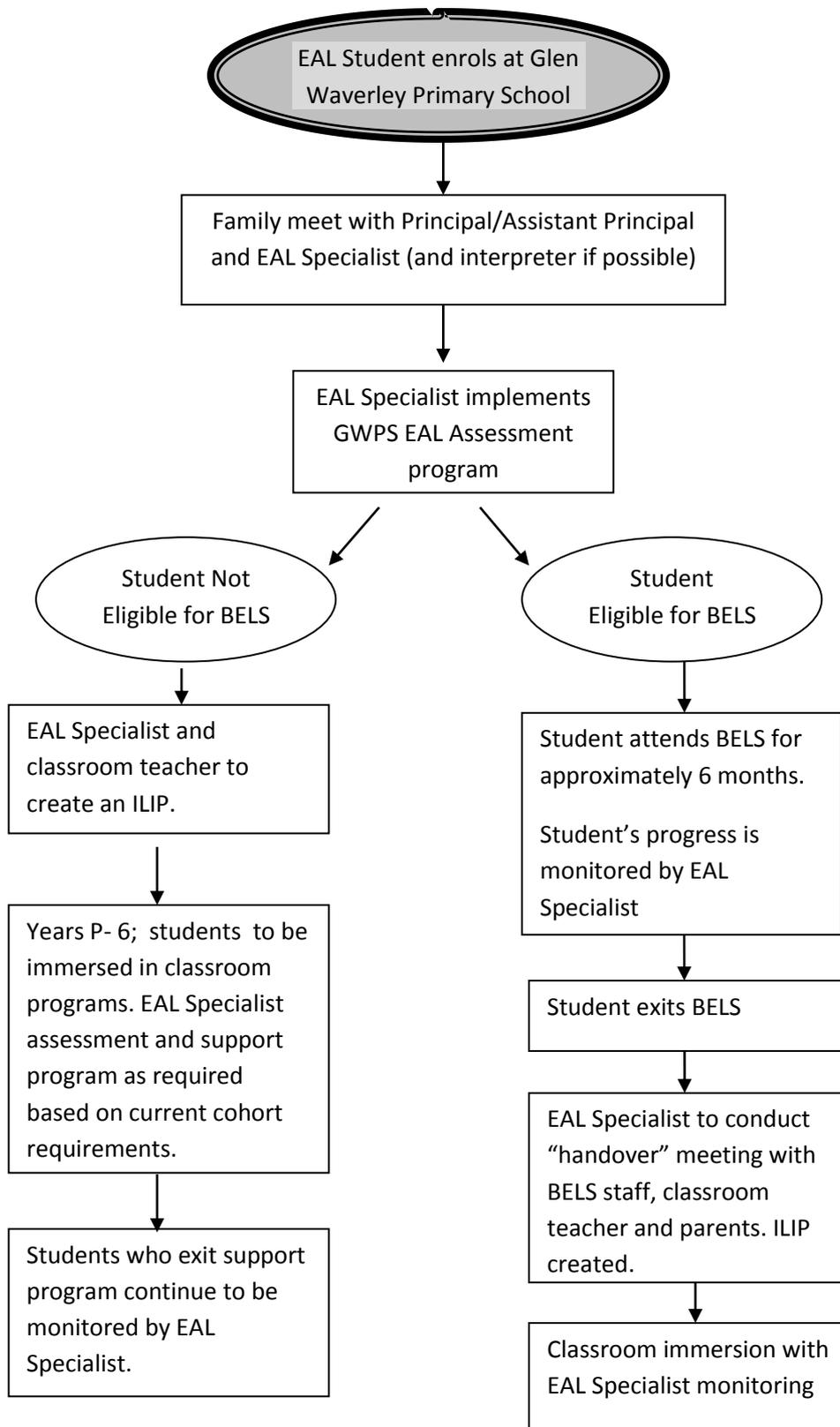
##### The classroom teacher:

- 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
- 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

- 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
- 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.

**IMPLEMENTATION:**

**Catering for the EAL Learner Progression Map**



**RELATED LEGISLATION:**

- *Education, Training and Reform Act 2006*
- *Education Services for Overseas Students (ESOS) Act 2000*
- *Migration Act 1958*
- *National Code 2007*

**RELATED POLICIES:**

Curriculum Policy  
Equal Opportunity Policy  
Enrolment Policy

**POLICY EVALUATION:**

Evaluation will be conducted by the EAL Team every two years.

**DUE DATE FOR REVIEW:**

Due for review in August 2017.