NSW GOVERNMENT Education & Communities

EAL/D

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ADVICE FOR SCHOOLS

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CONTEXT

Learning English is essential for success at school and for further education, training and employment for students who speak a language other than English as their first language. *English as an Additional Language or Dialect (EAL/D)* student support aims to develop EAL/D students' English language competence across the curriculum, so that they can fully participate in schooling and independently pursue further education and training.

Approximately 20% of all students (over 145,000 students) in NSW government schools are learning English as an additional language. More than 30% (over 240,000 students) are from a language background other than English (LBOTE).

EAL/D student support is provided in primary schools, high schools, Intensive English Centres (IECs) and the Intensive English High School (IEHS). Specialist teachers deliver EAL/D education in a variety of ways to meet the diverse needs of EAL/D students at different stages of learning English. This includes intensive and post-intensive English language support for both newly arrived and continuing EAL/D students from Kindergarten to Year 12.

There are approximately 50 000 Aboriginal students in NSW government schools. Many (but not all) of these students use Aboriginal English, or some other form of non-standard English, as their main home dialect.

Aboriginal English is the name given to dialects of English spoken by many Aboriginal people across Australia. It varies from other dialects of English by way of distinct linguistic features and cultural usages (EAL/D Capability Framework p 16).

The Australian Curriculum and Assessment Authority (ACARA), though the addition of the 'D' in EAL/D, has intentionally included students who speak a variety of Aboriginal English as their first language, and who do not yet have full proficiency in SAE, as part of the cohort which requires targeted classroom support. (Capability Framework p 16).

It is not possible, at this stage, to say exactly how many Aboriginal people in NSW use Aboriginal English as their main home dialect but it is widely used by students and families and is a key marker of Aboriginal identity

Key policies

The NSW Department of Education and Communities is committed to providing quality EAL/D support in schools. This document provides advice to support schools in establishing an effective EAL/D strategy which creates an engaging learning environment and successful learning outcomes for EAL/D students.

The Department's *Multicultural Education Policy* articulates our legislative responsibilities under the *Community Relations Commission and Principles of Multiculturalism Act, 2000* and responds to the cultural and linguistic diversity in our schools. The policy commits schools to providing opportunities which allow all students to achieve equitable education and social outcomes, including providing English language and literacy support to EAL/D students.

Multicultural Education Policy

1.3 Schools will ensure inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

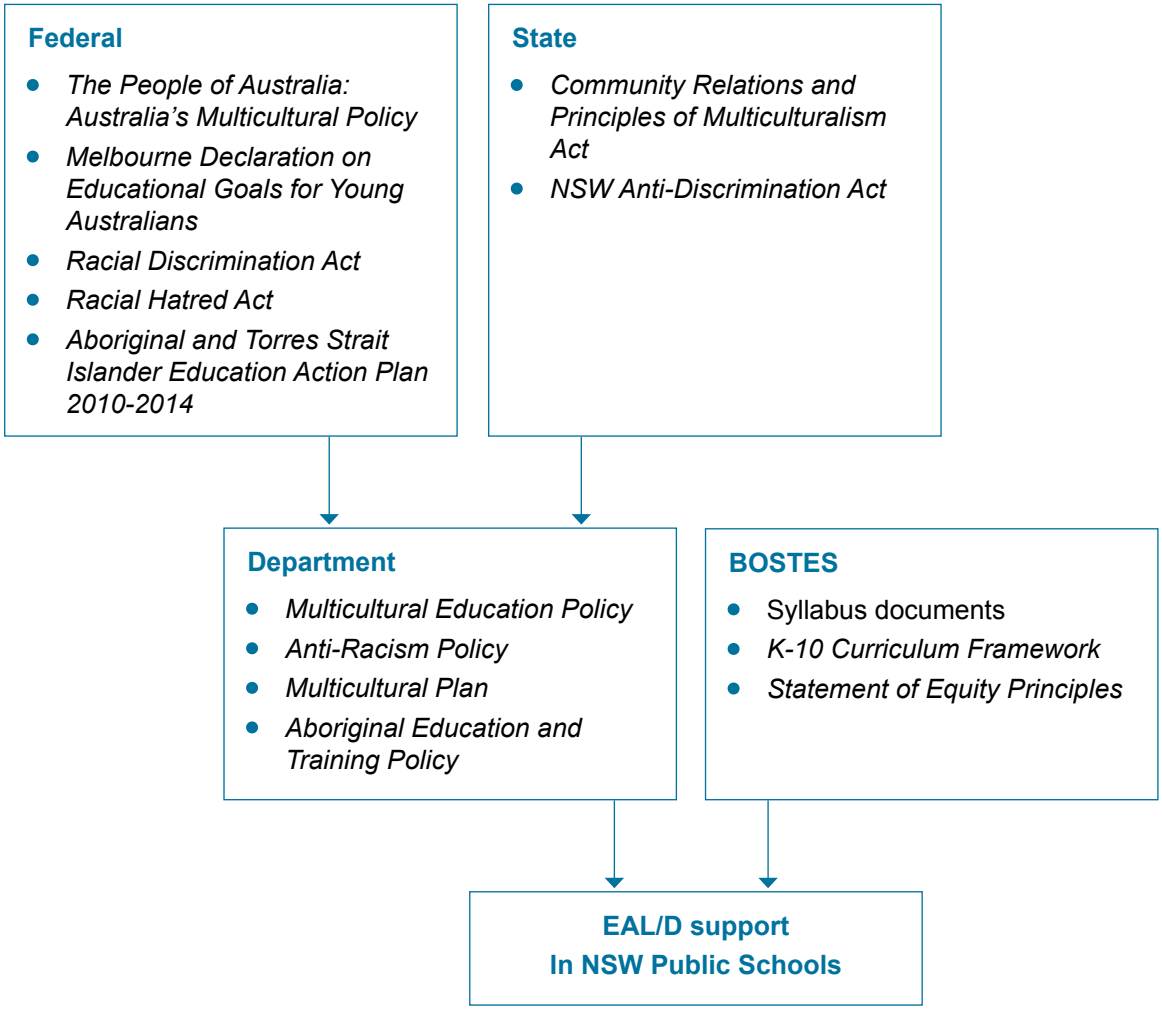
1.4 Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

1.5 Schools will provide specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

The *Multicultural Plan 2012-2015* outlines strategies to be undertaken across the Department that aim to promote community harmony and counter racism and support the specific needs of students from language backgrounds other than English and their families. The Department reports on achievements against the plan in its *Multicultural Policies and Services Report*.

In addition to this policy and plan, a number of other policies and curriculum documents also shape the contextual framework for EAL/D education in schools: the Department's *Anti-Racism Policy*; the *Melbourne Declaration on Educational Goals for Young Australians*; and the *K-10 Curriculum Framework* and *Statement of Equity Principles* developed by the Board of Studies, Teaching and Educational Standards (BOSTES).

Key policies



1 THE DIVERSITY OF EAL/D LEARNERS

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English who require additional support to assist them to develop English language proficiency. Students learning English as an additional language face many challenges. In many ways they need to learn more, and more quickly, than their English speaking peers. EAL/D students are simultaneously learning English, learning *in* English and learning *about* English in order to successfully participate in informal social interactions as well as more formal and academic contexts.

EAL/D students require high quality teaching and learning conditions to build English language skills and to achieve academic success. EAL/D students already speak one or more languages or dialects other than English. This language knowledge is an advantage when learning a new language and provides learners with resources upon which to build the development of English language and literacy.

EAL/D student support needs to provide optimal conditions for learning English. EAL/D students in schools receiving English language proficiency (ELP) loading are supported through specialist EAL/D programs and through EAL/D informed classroom support. As EAL/D students will spend most of their time in mainstream classrooms, schools will need to ensure that all teachers understand the needs of their EAL/D students and are able to meet these needs.

EAL/D learners may include:

- overseas and Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is a language other than English, including traditional languages
- Aboriginal and Torres Strait Islander students whose first language is a creole or a variety of Standard Australian English such as Aboriginal English.

EAL/D students have a diverse range of backgrounds and English language learning needs. EAL/D students enter Australian schools with varying levels of prior education and knowledge of English. Some were born in Australia; others have recently arrived as permanent or temporary migrants, refugees or international students. Some have had the same amount of formal schooling in their home country as their class peers while others have had severely disrupted or no schooling due to war or civil disorder. Some have literacy skills in their first language, while others do not.

1.1 Characteristics of EAL/D learners

In NSW government schools, EAL/D students are identified as being in one of four phases within the *EAL/D Learning Progression*: **Beginning** English, **Emerging** English, **Developing** English and **Consolidating** English.

The *EAL/D Learning Progression* includes broad descriptions of the characteristics of learner groups at each of the four phases of English language learning. EAL/D students of any age may be in any of the language learning phases.

EAL/D students:

- have diverse educational backgrounds. They may have:
  - schooling equivalent to their age peers in Australia
  - limited or no previous education
  - little or no literacy experience in their first language (or in any language)
  - excellent literacy skills in their first language (or another language)
  - learned English as a foreign language and have some exposure to written English, but need to develop oral English.
- already speak one or more languages or dialects other than English. This language knowledge is an advantage when learning an additional language and, along with their life experiences and diverse cultural knowledge, provides learners with resources upon which to build their English language, literacy and educational development
- may have good academic language skills, but struggle with the social registers of English
- are generally placed in Australian schools at the year level appropriate for their age. Their cognitive development and life experiences may not correlate with their English language proficiency. For example, a student entering Year 8 at an early phase of English language development may already have covered the learning area content for this year level in Mathematics in previous schooling but may not have sufficient English proficiency to understand the teacher's explanation of it or to demonstrate this previously acquired knowledge.

EAL/D students:

- may live in remote, rural or metropolitan Australia
- may live in advantaged or disadvantaged socioeconomic situations
- may have experienced severe emotional or physical trauma that will affect their learning.

* From *ACARA English as an Additional Language or Dialect Resource*

Overview of EAL/D Phases

Phase	Description
Beginning English	students with ***some print literacy*** in their first language. This may include Kindergarten students who are born in Australia.
Beginning English, *limited literacy background*	a subcategory to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language. This may include students from refugee backgrounds.
Emerging English	students who have a growing degree of print literacy and oral language competency with English
Developing English	students who are further developing their knowledge of print literacy and oral language competency with English
Consolidating English	students who have a sound knowledge of spoken and written English, including a growing competency with academic language

For more information on the EAL/D phases and the EAL/D Learning Progression, see section 4.4.

1.2 EAL/D students with additional learning needs

Newly arrived EAL/D learners

Newly arrived students are a diverse cohort and can include students from refugee backgrounds, students with limited literacy due to disrupted schooling or they can be migrant students with continuous schooling and advanced language and literacy skills in their first language.

Schools should implement processes that support students' orientation to school and assist students to develop new friendships and relationships with staff. Schools should also organise an assessment of English language proficiency at, or soon after enrolment, to determine needs and the level of EAL/D support required.

Refugee students requiring EAL/D support

The *United Nations 1951 Convention relating to the Status of Refugees* defines a refugee as "a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...".

Students in NSW government schools are identified as refugees and humanitarian entrants if:

- they have a refugee visa subclass
- they are asylum seekers who have had similar experiences to refugees, or
- they arrived as part of a humanitarian or family migration program but have had refugee-like experiences.

In general, students from a refugee background have greater educational and support needs than most other newly arrived EAL/D students. Refugees and asylum seekers have usually escaped from war or civil unrest, have often experienced trauma and in some cases torture, may have lost family members and have often spent long periods in temporary refugee camps or urban areas outside their own country. Refugee children who have had disrupted or limited education prior to arrival in Australia, may have little prior experience of formal schooling, limited literacy skills in their first language and in addition may have complex welfare and health problems, including mental health issues as a result of their refugee experiences. Students with disrupted education need additional EAL/D and literacy support and may take longer to achieve the language and content syllabus outcomes of their peers as they may not have the content knowledge or literacy skills in their first language on which to build new knowledge.

Information about how schools can support students from a refugee background is available on the Department's intranet at *Refugee students*.

International students requiring EAL/D support

International students may enrol directly into a school or may initially attend intensive English settings before continuing their studies at high schools in NSW. These students often live with relatives or in home stay accommodation and require additional support from school in relation to their educational and welfare needs. DEC International requires schools to provide an orientation program for international students.

The International Students Program is available to students who enter Australia on a student visa (i.e. subclass 571P). International students are required to have studied English as part of their curriculum in their home country and achieved a sufficient level of English to participate in NSW government schools. International students may require ongoing support from the EAL/D specialist teacher to achieve the language and learning curriculum goals. Generally, international students do not attract New Arrivals Program teaching support. There is no obligation for the school to accept the enrolment of international students if their learning needs cannot be met within existing resources.

DEC International provides schools with information and advice to schools regarding enrolment of International students (*www.decinternational.nsw.edu.au*). Schools must also adhere to monitoring and reporting requirements outlined in *Eligibility and Procedures for the Enrolment of International Students in NSW Government Schools*.

Gifted and talented EAL/D students

The Gifted and Talented Policy states that gifted and talented students are found in all communities, regardless of their ethnic, cultural or socio-economic characteristics. The gifted population includes students who are underachieving and those who have a disability. It also includes EAL/D students.

The policy implementation strategies stress that the recognition of gifts and the development of particular talents may be affected by a student's cultural identity. Gifts and talents need to be viewed from multiple perspectives reflecting the values and beliefs of different communities. Identification processes must be inclusive, culturally fair and take into consideration English language proficiency. Specialised approaches may be needed to recognise gifts and talents in relation to EAL/D students

EAL/D students with disability

At times, a concern of teachers of EAL/D students is whether a student's rate of progress in learning English is associated with language learning or disability. Gathering comprehensive information about a student and their competence across all modes of language can assist teachers to compile a student. profile and a more complete assessment. Assessment that is broad and continuous will strengthen a teacher's ability to identify learning difficulties or disability. Information about a student's first language competence can also provide an idea of potential in English.

Observation of a student may provide more accurate information than standardised tests conducted in an unfamiliar language and context. However, EAL/D students with clearly identified learning difficulties or disabilities will still need assistance to develop their English language proficiency as well as accessing Learning and Support resources available in schools.

EAL/D students with disability need to be supported to access services and resources to ensure participation and success at school. Limited English language proficiency or behaviours associated with resettlement may delay diagnosis or assessment. It is important that schools use a broad range of observations and assessment to identify and support individual student needs.

Aboriginal and Torres Strait Islander EAL/D learners

Aboriginal students in NSW Public schools come from a range of cultural and linguistic backgrounds. The majority of NSW Aboriginal students do not speak an Aboriginal language as their *main language of everyday use* however cultural and linguistic continuities do persist in the ways that Aboriginal people communicate and in their continued use of Aboriginal English.

Teachers need to be aware that for many Aboriginal students, Standard Australian English is not the main home dialect of English that the students use. Teachers need to explicitly teach SAE structures to Aboriginal students who speak Aboriginal English as their main home dialect. Teachers need to be aware of the home dialects that Aboriginal students may bring to school and value these dialects as legitimate forms of communication.

Aboriginal and Torres Strait Islander students who speak their traditional languages or a creole as their main language of everyday use need to be assessed in the same ways as students from other cultural and linguistic backgrounds. Teachers and schools need to be aware that this group of EAL/D learners is statistically small in NSW. The majority of Aboriginal EAL/D learners in NSW are second dialect learners and not second language learners.

Teachers are advised to work closely with their local AECG to find out more about the local dialects and English vernaculars that may be spoken by students in the school and community. Teachers may consult the document, *Together We Are, Together We Can, Together We Will Partnership Agreement 2010-2020 AECG Inc NSW* for further support and advice.

1.3 Second language acquisition

Learning a new language happens over time in stages. Second language acquisition has some similarities to the stages children go through as they learn their first language. It involves the acquisition of a complex communication system, composed of the interrelating linguistic elements of communicating, social usage, meanings, structures, vocabulary, word formation and sounds. The development of oral fluency begins with *preproduction* where learners have a receptive vocabulary but do not speak the second language. This is sometimes called a silent period. The next stage is called *early production* during which students usually speak in short phrases of one to two words. This is followed by *speech emergence* during which the student's vocabulary increases and they are able to communicate using simple phrases and questions. Students move into *intermediate fluency* where they are able to express their thoughts and opinions while still making errors with more complicated structures. The final stage is *advanced fluency* where students have reached near native proficiency. To reach this stage may take many years of learning the language. (Haynes 2007 Ellis 2008)

The time taken to move from one phase of EAL/D learning to the next will vary depending on a number of factors including the student's previous educational experience, literacy skills in the first language and previous learning of English. In general, students who have had uninterrupted schooling prior to coming to Australia will progress through the phases more quickly than those who have had limited or disrupted prior schooling.

Second Dialect Acquisition

It is essential that teachers take into account the 'D' found within the term 'EAL/D'. It is a relatively new field for study and teaching especially in relation to teaching Aboriginal students in NSW.

SDA requires teachers to think about students for whom Standard Australian English is an additional dialect and it foregrounds the need for students to be taught explicitly the differences between spoken and written English.

Learning an additional dialect of the same language is not an easy or clear cut process and many students, their families and their communities may be unaware of their status as second dialect learners. The development of Aboriginal English has been a result of complex historical and cultural factors which have impacted on Aboriginal people since European colonisation. Teachers need to be made aware that non-standard dialects such as Aboriginal English are not universally spoken by all Aboriginal people and that the naming of these dialects and vernaculars is not universally accepted either.

A bidialectal approach to teaching emphasises the similarities and differences between two dialects. It contrasts the home dialect with the standard dialect of school learning in ways that demonstrate the need to code switch between the two dialects depending on audience, purpose and context. Bidialectal approaches value the home dialects that students bring to school without denigrating or shaming the students.

The importance of EAL/D support

The research of Jim Cummins shows that it takes up to two years for a newly arrived EAL/D student to be fluent in **Basic Interpersonal Communication Skills (BICS)**. It takes an EAL/D student five to seven years to develop **Cognitive/ Academic Language proficiency (CALP)** with EAL/D specialist support. A student who has experienced trauma or disrupted schooling may take up to 11 years to master the language required for success in the school context.

This research indicates the importance of ongoing specialist EAL/D support, beyond intensive English provision, if EAL/D students are to gain access to curriculum language and learning.

How long does it take to develop academic language in English with EAL/D support?

Students with education in their first language	4 years or less (average 5-7 years)
Students with disrupted Education in their first language	Up to 10 years
Students with limited Education in any language	7-12 years

Thomas and Collier 1997

Competency in first language

It is important for schools to gather information about the level of competency a student has in their first language (L1) as first language competence is often a strong indicator of potential in subsequent languages.

Learning English in an English speaking country is very different from learning a foreign language. An English language learner, in addition to learning English, needs to learn subject content *through* English and also learn *about* how English is used in different contexts.

Knowing about concepts in their first language (L1) can make learning English easier because a student needs only to transfer knowledge into a new language. If conceptual knowledge in L1 is not strong, or the student has had limited or interrupted schooling, learning English will be more difficult as they will need to learn about a concept as well as the English language to describe it. Students should be encouraged to continue to develop their first language as maintenance of L1 enhances learning a second language.

1.4 Supportive and safe learning environments

It is the responsibility of everyone in schools to create and maintain non-racist, non-discriminatory learning environments that are both culturally and linguistically inclusive. Schools should implement policies in line with anti-racism, anti-discrimination and human rights legislation and all staff should support this by modelling and advocating non-racist and inclusive behaviour.

All teachers are expected to use culturally and linguistically inclusive strategies that support EAL/D learners to participate in classroom activities. These strategies may include encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment. EAL/D learners should be encouraged and supported to participate in all aspects of the school community.

It is important for teachers to understand the cultural complexities of their school communities and the implications of these in the classroom. To improve the learning experience and learning outcomes of all students, teachers should increase their own socio-cultural knowledge and provide teaching and learning opportunities that are culturally inclusive, relevant and flexible. For EAL/D students and their families, this includes providing explicit information about school procedures, curriculum requirements and teacher expectations as well as providing opportunities for students and parents to share information about their own needs, expectations and concerns.

Resources to support safe environments for EAL/D learners are listed in the resources section.

2 KEY INFORMATION FOR PRINCIPALS: PLANNING AND IMPLEMENTING AN EAL/D STUDENT SUPPORT STRATEGY

Organising effective *EAL/D* student support in schools involves a whole school approach. The ways in which *EAL/D* student support operates can vary between schools depending on the numbers of EAL/D students, their English language learning needs, their distribution in different classes and years, and the number of specialist EAL/D teachers in the school.

EAL/D student support should operate as an integral part of the whole school plan, with EAL/D teachers working in cooperation with class teachers and other specialist teachers to support EAL/D students. All teachers are responsible for establishing a class environment that promotes differentiated learning, values cultural and linguistic diversity.

This section outlines key considerations for schools in establishing an *EAL/D* student support Strategy from initial student enrolment to the implementation and evaluation of EAL/D provision.

2.1 Enrolment of EAL/D students

To assist in developing appropriate support for EAL/D students it is important that current, accurate and complete background information about students is collected on enrolment and maintained regularly.

The Enrolment and Registration Number (ERN) process has been established for collection of student data at enrolment. Provisions have been made within the *Maintain EAL/D* function of ERN to support the updating of all relevant LBOTE and EAL/D student data. While ERN student data is primarily used to inform school programming and planning it is also required to inform the allocation of resources to schools.

The *Application to Enrol in a NSW Government School* forms the basis of data entered into ERN. These student enrolment forms are regularly updated and are available in a number of *languages* on the Department's website. Schools should check that the most current version is being used.

Schools should ensure that an interpreter is provided for parents/carers at enrolment. This will ensure accurate information is obtained and will assist the family in the completion of the enrolment form. An interpreter can be readily obtained, free of charge, by calling the Telephone Interpreter Service on 131 450. (DEC Client Code is C018294). Onsite interpreters can also be arranged if necessary.

Documents required for enrolment

When any student is enrolled the following documentation is required:

- Proof of student's residential address
- Birth certificate or identity documents
- Copies of any family law or other relevant court orders
- Immunisation history statement

If the student is not an Australian citizen the following will need to be provided:

- Passport or travel documents
- Current visa and previous visas (if applicable)

In addition, if the student is a temporary visa holder they may need to provide an Authority to Enrol (ATE) issued by the *Temporary Residents Program*. They may also be required to pay an education fee prior to enrolment. If the student holds a bridging visa they must provide evidence of their previous visa and the visa they have applied for. The list of visa subclasses and related requirements is on the DEC International Temporary Resident program website. See *Schedule of Visa Subclasses*.

If the student is a temporary visa holder with an international full fee student visa, sub class 571P they will need to provide an Authority to Enrol (ATE) or evidence of permission to transfer issued by the International Student Centre. More detailed information regarding eligibility and enrolment processes can be found in the support documents to the Enrolment policy:

Enrolment of Non-Australian Citizens – Procedures and Eligibility

Proof of Identity and Residency Status

Enrolling Aboriginal and Torres Strait Islander EAL/D learners

Schools will need to check with the enrolling parent/s or carer/s about the student's home languages, dialects or vernaculars. If the student speaks a traditional Aboriginal or Torres Strait Islander language (including creoles) then the exact data will need to be entered into ERN. These students will also be considered to be LBOTE students.

Students for whom SAE is an additional dialect will also need to be accurately recorded in ERN. An option exists for the enrolling parent/carer to identify *Aboriginal English* as the student's main home language.

2.2 Assessing English language proficiency

The *EAL/D Learning progression* should be used to assess the level of students' English language proficiency. This tool, which has been developed primarily for use by teachers who are not EAL/D specialists, describes a progression of English language learning typical of students learning EAL/D. Using the tool, EAL/D students are identified as being in one of four phases — *Beginning, Emerging, Developing and Consolidating.*

All teachers should be supported to use the EAL/D Learning Progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience
- identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills to monitor the linguistic progression of their EAL/D students.

By considering examples of EAL/D students' work, including their speaking and listening skills, teachers can identify linguistic elements and/or behaviours that best match those found in the EAL/D learning progression. This will indicate the level of support that will need to be provided for students to access learning area content.

For more information about the EAL/D Learning Progression see section 4.4

Please note that Aboriginal and Torres Strait Islander students who speak a traditional language or a creole should be assessed using the EAL/D Learning Progression. Speakers of Aboriginal English or some other non-standard variety of English should *not* be assessed using the Progression at this stage.

For more information contact the EAL/D Consultant at Aboriginal Education and Community Engagement on 9244 5745.

2.3 Data collection — Reporting the needs of EAL/D students

Maintain EAL/D in ERN

Schools are required to report using the LBOTE and EAL/D student data in ERN at particular times each year for the completion of the LBOTE Census, the EAL/D Annual Survey and the EAL/D New Arrivals Program surveys.

All data fields required for the completion of LBOTE Annual Census, the EAL/D Annual Survey and the two EAL/D New Arrivals Program surveys are available in ERN. Once the data is captured at enrolment it is held in ERN and access is transferred to any NSW government school where the student is enrolled.

The ERN *Maintain EAL/D* function can be used to update EAL/D phase information and to check the accuracy and completeness of LBOTE and EAL/D student data.

ERN *Maintain EAL/D* does not permit access to any confidential information. Only information relevant to the LBOTE and EAL/D status of students can be accessed. The only change that can be made is to the *EAL/D phase* of students and the *Date of Last Assessment* (i.e. the date the most recent phase determination was entered).

Access to *Maintain EAL/D* is provided by the principal, through the ERN *Access Management Utility*. Access must be granted by the principal before teachers can use this function.

Student *EAL/D phase* and the *Date of Last Assessment* should be updated every 6 months to ensure it remains current. Usually schools review and update students' EAL/D phase data at the end of each year and just prior to the mid-year Annual EAL/D survey.

Census of Students with Language Background other than English (LBOTE)

In term one each year information on students with a Language Background other than English (LBOTE) is harvested from ERN. Information from this census can be used by schools to inform inclusive practice and target resources that support diversity.

EAL/D Annual Survey

Under the new model of support to schools the Equity loading for English language proficiency is a key component of the RAM. This loading is reviewed each year according to information provided in the EAL/D Annual Survey of schools. The *EAL/D Annual Survey* is conducted mid-year (Due at the end of June) by all government schools in New South Wales. In the online survey, schools identify:

- the number of students from language backgrounds other than English (LBOTE)
- the length of time they have been enrolled in an Australian school
- the number of LBOTE students identified as EAL/D learners
- the EAL/D phase level of each EAL/D learner (Beginning, Emerging, Developing or Consolidating).
- The number of EAL/D students receiving EAL/D support

All students' level of English language proficiency should be identified either at the appropriate phase (*Beginning, Emerging, Developing or Consolidating*) or as *EAL/D Support Not Required*, with the last assessment date in ERN Maintain EAL/D reflecting that the phase level has been reviewed or determined within the previous six months.

Failing to identify the current EAL/D phase level of students may mean that schools do not receive their entitlement of the English Language Proficiency (ELP) loading.

The average time students take to move through the EAL/D learning progression phases are listed below:

Average time to progress through the EAL/D Learning Progression phases

Phase	Average time
Beginning	6-9 months (< 1 year)
Emerging	1-2 years
Developing	2-5 years
Consolidating	5-7+ years

Students from refugee backgrounds, or with refugee-like experiences, may take longer to progress through the EAL/D phases. Schools should identify and support students who are significantly outside these average timeframes.

EAL New Arrivals Program (NAP) Surveys

LBOTE students may arrive in Australia and enrol at any time in the school year with limited English language proficiency. In order to develop a responsive EAL New Arrivals Program, two surveys of newly arrived LBOTE students in NSW government schools are conducted each year.

If schools have not enrolled any newly arrived students within the survey period, they should submit a nil return. Schools are required to provide details of all eligible students who have arrived within the survey period. Students must be reported once only — on enrolment in their first Australian school, government or non-government.

2.4 Funding for EAL/D students

English Language Proficiency Loading

Under the Resource Allocation Model (RAM) schools are provided with resources as an Equity loading to support students with limited English language proficiency. This is one of four equity loadings. The loading for English Language Proficiency is a resource allocation to support the additional learning needs of students developing English language proficiency and is informed by each school's reported level of EAL/D need.

The loading is based on a moderated assessment of student English language proficiency levels, described as EAL/D phases, collected annually via the EAL/D Annual Survey. Schools may support EAL/D students through a combination of initiatives funded from a range of sources; however support for students attracting equity loadings must be identifiable in the school plan and reported upon in the Annual School Report. Schools that receive resources for English language proficiency must develop an explicit strategy to meet the English language learning needs of their EAL/D students.

In planning and programming for EAL/D instruction, schools need to identify the needs of their EAL/D students and determine the most effective way to implement an EAL/D student support strategy to achieve improved learning outcomes for students developing English as an additional language or dialect.

Aboriginal students and Torres Strait Islander students requiring EAL/D support

Aboriginal students and Torres Strait Islander students enrolling in school who speak a traditional Aboriginal language as their main language of everyday use (eg Pitjantjatjara, Arrernte) or a creole (eg Kriol, Torres Strait Creole) and require intensive English language support are eligible to receive resources under the English language proficiency loading or EAL New Arrivals Program targeted funding

To ensure the learning needs of Aboriginal and Torres Strait Islander students who speak a dialect of English such as Aboriginal English, as their first dialect are catered for, school resources should be utilised to provide support as required.

Targeted individual student funding for new arrivals and refugees

In addition to funds allocated to schools through the ELP equity loading, schools with newly arrived and refugee students may also attract additional resources to provide targeted support.

Application for New Arrivals Program (NAP) Support

Schools can apply for additional teaching support for eligible newly arrived students at any time. In metropolitan schools, newly arrived students in Year 6 and above should be referred to their local Intensive English Centre/High School. See table below.

Principals of schools with an existing EAL/D program who enrol eligible newly arrived students may apply for EAL/D New Arrivals Program support to supplement their existing program. The EAL/D New Arrivals Program (NAP) provides initial intensive English tuition for newly arrived students in primary schools, high schools and Intensive English Centres. The program assists newly arrived EAL/D students to develop their English language skills so that they are able to participate in learning with their peers in mainstream classes.

Schools enrolling newly arrived refugee students may also be eligible to receive an allocation for bilingual (SLSO) support through the EAL/D New Arrivals Program.

To be eligible for EAL/D New Arrivals Program support, students must meet all of the following criteria. Students must:

- Have enrolled in their first school in Australia with 6 months of arrival (or 18 months for Kindergarten)
- Require initial intensive English language support (i.e. are at the Beginning or Emerging phases of English language proficiency
- are an Australian citizen, permanent resident or approved temporary resident visa holder (see the Schedule of Visa Subclasses and Enrolment Conditions)

Application processes differ according to the type and location of schools:

Metropolitan Sydney and Wollongong	Yr 6 and Yrs 7 -12	Refer to the local Intensive English Centre/ Intensive English High School prior to enrolment
	K - 5	Enrol and seek EAL/D NAP teaching Support
All other areas	K - 12	Enrol and seek EAL/D NAP teaching support

Schools apply for New Arrivals Support using the EAL New Arrivals Application for Teaching Support

Intensive English Centres (IEC) and Intensive English High School (IEHS)

Newly arrived high school aged students in metropolitan Sydney and Wollongong enrol in one of 14 Intensive English Centres (IECs) or the Intensive English High School (IEHS) to undertake an intensive English and high school preparation course before transferring to high school. Metropolitan high schools should refer newly arrived students whose first language is not English to the local IEC or IEHS for initial English language assessment. Primary schools should also refer newly arrived Year 6 students whose first language is not English to the local IEC or IEHS for initial language assessment. Short term on-arrival teacher support will not be provided where students can access an Intensive English Centre/ Intensive English High school.

The IECs/IEHS provide English language, orientation, settlement and welfare programs to prepare students for study in a NSW high school. To be eligible for placement in an IEC/IEHS, students must:

- speak a language other than English as their first language and require intensive EAL instruction to enable them to participate in secondary education
- be newly arrived in Australia and applying for IEC/IEHS placement within 6 months of arrival
- be an Australian citizen, a permanent resident, an approved provisional visa holder or an approved temporary visa holder
- have the intention to continue their education in a government high school after completion of the IEC/IEHS course.

Where there is no Intensive English Centre, newly arrived high school aged students in rural and regional areas enrol directly into high school and receive intensive EAL/D support at school. Schools may apply for short term EAL/D teacher support for eligible newly arrived students. For more information refer to the Department's intranet page *Intensive English Centres and Intensive English High School*

Targeted support for students from a refugee background

Funding for schools to provide targeted refugee student support is allocated to schools to support the implementation of *targeted programs* that provide personalised learning support. These may include additional intensive English language, bilingual, literacy and numeracy support, mentoring, tutoring, settlement and welfare support. Schools with newly arrived students from a refugee background can apply for New Arrivals Program (NAP) teaching support and bilingual support and will be eligible to receive this support for a longer period of time.

Typically primary schools use the additional resources to provide additional intensive English language and learning support for refugee students in their first three years of schooling in Australia, to support their settlement and better prepare them for mainstream education programs.

Many high schools use the additional resources to provide additional English language and literacy support for refugee students in transition from intensive English programs to mainstream high schools and to help students plan their transition from school to further education, training or employment.

Information, *resources* and *professional learning* available to support schools in planning and implementing *strategies to support refugee students* can be found on the Department intranet.

EAL/D teacher networks can assist schools in working collaboratively and developing community partnerships to support the educational and welfare needs of refugee students.

2.5 Determining modes of delivery

The organisation of support for EAL/D students varies from school to school depending on the number of EAL/D students, their current levels of English, the year and class placements of those students and the number and availability of EAL/D teachers and other staff with EAL/D teaching expertise.

In order to ensure effective EAL/D student support, a school needs to determine the most suitable organisational arrangements to meet the varying needs of different groups of EAL/D students in their school context.

Three broad modes of delivery for EAL/D teaching provide options which schools can combine to provide the most appropriate organisational arrangements. These are *Direct*, *Collaborative* and *Resource* EAL/D teaching modes.

Direct EAL/D teaching modes

Direct EAL/D teaching modes involve the provision of English language instruction to groups of EAL/D students separately from their class or grade peers. Examples include tutorial or withdrawal teaching, elective classes and parallel classes.

Parallel model	A class of EAL/D students is taught separately by a specialist EAL/D teacher, covering curriculum area content with a language development focus, e.g. a separate EAL/D reading group (primary school) or a parallel EAL/D class in a specific subject area (high school)
Elective model	Classes of EAL/D students are formed to undertake a specific program as an elective (high school) e.g. Fundamentals English
Tutorial or withdrawal model	Students often from different classes or years are grouped together for a period of time for more intensive EAL/D tuition, e.g. an intensive class for new arrivals (primary school), bridging class for newly arrived students (high school)

Collaborative EAL/D teaching modes

Collaborative EAL/D teaching modes involve EAL/D teachers and class or subject teachers sharing responsibility for planning, programming, teaching, assessment and evaluation. Examples include joint or team teaching programs and group teaching programs.

Joint teaching or team teaching model	Both the class teacher and the EAL/D teacher take equal responsibility for the planning and delivery of lessons to classes which include EAL/D students, e.g. EAL/D and Year 2 teachers teaching the HSIE program together (primary school) or EAL/D and Year 10 English teachers teaching Year 10 English class together (high school)
Group teaching model	The class teacher and the EAL/D teacher, along with other support teachers where available, work with small groups within the classroom implementing collaboratively planned teaching and assessment programs, e.g. EAL/D and class teacher working together on developmental playgroups (primary school)

Resource EAL/D teaching modes: EAL/D teachers as leaders

Resource EAL/D teaching modes involve using EAL/D teachers' expertise as a professional learning resource for individual teachers or the whole school staff.

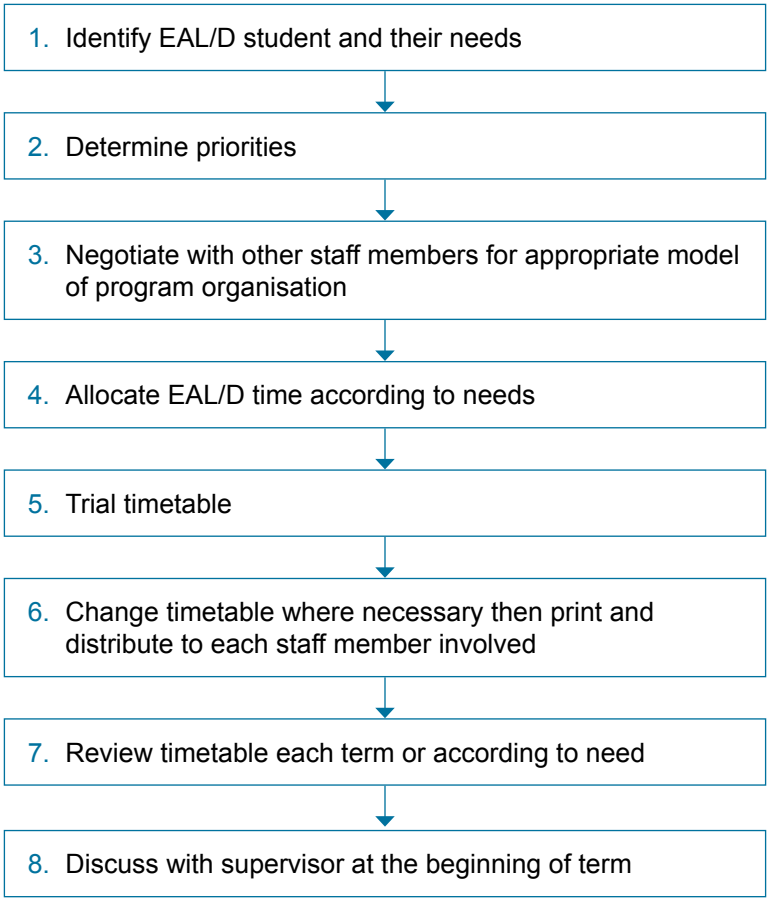
Teacher development model	The EAL/D teacher develops or adapts materials or presents professional learning for class teachers to support EAL/D students' learning.
School development model	Advice provided by EAL/D teachers is implemented in designing whole school programs of support for EAL/D students

2.6 Organising EAL/D student support

The implementation of EAL/D student support is influenced by the number of EAL/D students, their level of English language proficiency, the allocation of specialist EAL/D resources and timetable constraints.

Planning EAL/D Support in Schools

The process outlined is a general overview of EAL/D student support.



CASE STUDIES IN EAL/D PROGRAM ORGANISATION

The following case studies present a variety of EAL/D programs operating in NSW primary and high schools. They demonstrate how EAL/D support programs can be structured to meet the varying needs of different groups of EAL/D students in a specific school context.

CASE STUDY A — DIRECT AND COLLABORATIVE EAL/D TEACHING IN A LARGE PRIMARY SCHOOL

School context

This primary school in South Western Sydney has an enrolment of over a thousand students comprising diverse cultural, religious and socio-economic backgrounds. 94% of students come from a language background other than English, of which 715 students are identified as requiring EAL/D support. The major language groups represented in the school are Chinese, Arabic, Turkish, Vietnamese, Dari and Farsi.

There is an allocation of 4.6 EAL/D positions, 0.5 New Arrivals Supplementation and flexible funding of $15,000.

All EAL/D teachers are members of the Learning Support Team and are supervised by the Deputy Principal. There is also an EAL/D supervisor.

The priority of EAL/D programs at the school is to support newly arrived EAL/D students at the Beginning and Emerging Phases. English language support for students in Developing and Consolidating phases is provided through collaborative teaching and by classroom teachers who have received professional learning in effective EAL/D pedagogy.

EAL/D program organisation

Direct EAL/D teaching involving the provision of EAL/D instruction to groups of EAL/D students occurs across Stages 1, 2 and 3. Beginning/ Emerging students are withdrawn for targeted EAL/D support each day. (Early Stage 1 receive 45 minutes, Stage 1 receive 2 hours, Stages 2 and 3 - one hour). The focus of teaching programs is the development of talking and listening, reading and writing skills linked to curriculum content and text types. Flexible funding is used to employ a bilingual SLSO for several hours each week.

Collaborative Teaching occurs within Early Stage 1, Stage 1 and Stage 2 classrooms, with EAL/D teachers supporting targeted students. Flexible funding is used to provide time for the EAL/D and classroom teachers to meet for planning and evaluation.

EAL/D students are grouped within classes in Years 2, 3 and 4, to enable EAL/D teachers to work effectively with the maximum number of students needing support.

EAL/D instruction is not provided solely within the English curriculum area, but supports language development across the curriculum.

CASE STUDY B — SUPPORTING EAL/D STUDENTS THROUGH PARALLEL CLASSES AND RESOURCE DEVELOPMENT IN A WESTERN SYDNEY HIGH SCHOOL

School context

This school has population of 804 students of whom 70% are from language backgrounds other than English (LBOTE). Of these students 450 are identified as requiring EAL/D support. Nearly 50 students are identified in the Emerging phase and require a great deal of support, especially in the senior years. Over 49 different language groups are represented at the school. Of these the two largest groups are; Arabic speaking students from the Middle East and the Sudan (11%), and Dari and Farsi speaking students (11%) from Afghanistan. These language groups are followed by Samoan (8%) and Urdu (6%) The most recent arrivals were from Africa; the Sudan, Liberia and Kenya.

The current EAL/D teacher allocation is 2.8 with flexible funding of $12,000. In addition the school receives a resource allocation to support targeted refugee students at the school.

The EAL/D staff work closely with the Learning and Support teachers, supervised by a Deputy Principal. The EAL/D program gives priority to Emerging learners and operates parallel English classes from years 8 to 10. It also provides English language support across the curriculum through team teaching. The Stage 6 English (ESL) course is taught by an EAL/D teacher in years 11 and 12.

EAL/D program organisation

Parallel English classes are run in years 8 to 10. The students in these classes follow the mainstream English program, however the content is highly structured and language based with differentiated assessment. The EAL/D teacher is the classroom teacher, who modifies the mainstream English program to suit student needs, teaches the program and reports on student achievement in English language and curriculum outcomes. The EAL/D teacher is responsible for program development and teaching of the Preliminary and HSC English (ESL) electives.

Support in other curriculum areas is negotiated after consultation and discussion with subject teachers through a referral system and is prioritised by need and timetabling opportunities, focusing on one faculty at a time to maximize the effectiveness of the EAL/D specialist. One EAL/D teacher concentrates on teaching the parallel English classes and programming, teaching and assessing students enrolled in the Stage 6 English (ESL) course, while the second ESL teacher caters for the needs of EAL/D students in other curriculum areas. Flexible funding is used to provide meeting time for collaborative planning between the EAL/D teacher and the subject teachers.

Funds provided to support refugee students, in combination with flexible funding, are used to provide additional EAL/D targeted support for refugee students including the development of individual learning plans which address English language, literacy and welfare needs.

Professional learning for mainstream subject teachers is a priority in the school. The *TELL (Teaching English language Learners)* course has been run twice by the EAL/D teacher who is a trained facilitator. Professional learning sessions were also conducted at faculty (Maths and Science) and general staff meetings to raise staff awareness of literacy needs and to support teachers as they catered for the needs of EAL/D students in their subject. Flexible funding is used to support professional learning for all teachers about EAL/D pedagogy and to provide release time for subject teachers to work with the EAL/D teachers to develop differentiated units of work.

CASE STUDY C — COLLABORATIVE PLANNING BETWEEN EAL/D AND CLASS TEACHERS IN A PRIMARY SCHOOL

School Context

This primary school located in Western Sydney, has a student population of 460. The LBOTE population is approximately 80% of which 350 students are identified as needing EAL/D support.

The EAL/D teacher allocation is 1.8 with flexible funding of $6000.

The EAL/D teachers are supervised by an EAL/D leader within the school. EAL/D student support is delivered through a model of collaborative planning and team teaching.

EAL/D program organisation

One of the EAL/D teachers appointed at the school is recognised as an EAL/D leader. Flexible funding is used to provide time for this teacher to coordinate an EAL/D student support strategy across the school.

Collaborative planning is well established. Most class teachers have completed the Teaching English Language Learners (TELL) course and developed strategies to cater for EAL/D learners in their classroom. Many teachers know how to use the ESL Scales and understand how and why EAL/D teachers use them even though they may not have used the document themselves. The ESL Steps are used to varying degrees by class teachers for programming.

The school uses the last week of every term for planning. EAL/D teachers have specific planning sessions with class teachers they will be working with in the new term. In this time overview planning for the term is completed; including identification of student English language needs, backward mapping from assessment and learning tasks to plan effective sequences of lessons, identify language demands within texts to be studied and plan appropriate assessment for learning opportunities. Some time is also set aside for the sharing of EAL/D resources, so that all teachers can access them and for use in their class programs where appropriate.

On-going planning is done from week to week or in smaller blocks, when the class teacher and the EAL/D teacher have a clear idea of the English language focus of each lesson. Shared responsibility for the preparation and delivery is discussed.

CASE STUDY D — WORKING WITH ABORIGINAL EAL/D LEARNERS IN NSW

School Context

The primary school is located in Western NSW and has a student population of 120; 85% of the students identify as Aboriginal. While there is no formal EAL/D staffing allocation the school has been able to use its Aboriginal student equity loading to employ a part time teacher to support Aboriginal EAL/D learners.

The school is working with the local community and the local Aboriginal Education Consultative Group (AECG) to gather information about the English dialects and vernaculars that students bring to school. Many of the students identify with a local traditional language but this is not spoken by the community as an *everyday language* so the students are not considered to be from a language background other than English (LBOTE). The students speak *Aboriginal English* as their main home dialect but many are unaware that their way of speaking has a separate name.

EAL/D program organisation

Two staff members have completed the *Effective EAL/D Pedagogies for Aboriginal Students* program and are keen to share their knowledge about Aboriginal EAL/D learners.

Teachers work in stage teams to identify the language learning demands of the curriculum and plan units of work that explicitly take into account the differences between students' home dialects and the formal language of schooling. They carefully map these differences so they can teach the students when and how to *code-switch* between home talk and school talk. Teachers make clear the differences between spoken and written language and how language choices need to take into account context, audience and purpose.

Teachers are incorporating bi-dialectal strategies to compare and contrast the similarities and differences between students' home dialects and the written language of schooling. Parents and Elders are welcomed into the school to talk about their experiences as speakers of Aboriginal English. Teachers communicate regularly with parents and the local AECG about what is happening in the school. They hold workshops with the community so that parents and community members are aware of what the school is doing in relation to teaching Aboriginal EAL/D learners.

Teachers plan formally and informally with their Aboriginal Education Officers (AEOs) to highlight the specific Standard Australian English requirements of classroom tasks and activities. AEOs are included in planning and professional learning in relation to teaching Aboriginal EAL/D learners. The role of the AEOs is central to the success of the planning and teaching that occurs at the school.

Ongoing assessment of student learning outcomes is measured using the NSW Syllabus documents as a starting point for all teaching and learning. Other supporting documents are used as needed.

The EAL/D Learning Progression tool is not currently used by the school but staff are aware that it contains much valuable information for assisting Aboriginal EAL/D learners in NSW.

2.7 Evaluation and accountability

Principals are responsible for ensuring the development, effective operation and management of the school's *EAL/D* student support strategy and are accountable for the effective use of the ELP loading resources to support students to develop English language proficiency.

The Annual School Report should clearly indicate what initiatives were undertaken to develop the English Language Proficiency of EAL/D learners and what outcomes were achieved. To support schools to develop, implement and monitor effective EAL/D strategies a number of tools have been developed.

A *Checklist for Effective EAL/D Student Support* has been developed as part of the English Language Proficiency loading accountability. See Appendix 1.

The *EAL/D School Evaluation Framework* is tool that can be used for whole school reflection and planning. Across six categories, schools can use the framework to establish current level of performance from 1-5. Using the framework as a guide, schools can determine projects, focus areas or targets to move along the levels in each category.

3 ROLES AND RESPONSIBILITIES ACROSS THE SCHOOL

Principals

Principals are responsible for ensuring the effective operation, management, and development of the school's EAL/D student support strategy and are accountable for the effective use of the Equity loading resource to support students with limited English language proficiency. The Annual School Report should clearly indicate what initiatives were undertaken to develop the English Language Proficiency of EAL/D learners and what outcomes were achieved.

Principals are responsible for:

- including EAL/D student support operations as an integral part of the school plan; including professional learning, allocation of resources and regular evaluation
- ensuring that the school meets its EAL/D student support accountability and reporting requirements including the completion of the school's EAL/D Annual Survey and EAL/D New Arrivals surveys
- allocating responsibilities for the management of EAL/D student support, including coordination, professional supervision and policy and planning
- ensuring, where possible, EAL/D teaching positions are filled by teachers with appropriate EAL/D teacher qualifications
- establishing and maintaining procedures for the enrolment and appropriate class placement of newly arrived EAL/D students
- ensuring the collection and maintenance of accurate EAL/D student data
- ensuring procedures are in place for the identification, assessment, tracking and reporting on EAL/D students
- ensuring development and implementation of effective modes of EAL/D program delivery and teaching practices responding to the school's EAL/D need.

EAL/D supervisors

EAL/D supervisors are typically, but not exclusively, members of the school executive who have responsibility for providing professional support and supervision of EAL/D specialist teachers and EAL/D student support. EAL/D supervisors are responsible for:

- providing leadership and supervision to support EAL/D specialist teachers in effective planning, programming and teaching
- supporting the professional learning of EAL/D specialist teachers
- facilitating collaborative teaching among EAL/D specialist and class teachers
- overseeing processes for assessment and recording of EAL/D students' English language proficiency
- ensuring accurate and complete EAL/D student data in ERN
- the completion of the school's EAL/D Annual Survey and EAL/D New Arrivals surveys
- representing EAL/D interests and concerns to the school executive
- negotiating priorities for EAL/D support across the school
- ensuring EAL/D support is included in whole school programming, planning and evaluation.

Class teachers

Class teachers are responsible for the educational programs of all students in their class. They determine the overall learning program for their class.

Class teachers are responsible for:

- understanding the needs of their EAL/D students
- identifying EAL/D students' English language proficiency using the *EAL/D Learning Progression*.
- developing and implementing differentiated teaching programs, practices and strategies that address the English language and literacy learning needs of EAL/D students in curriculum areas
- engaging in professional learning focussing on EAL/D pedagogy
- working collaboratively with EAL/D specialist teachers, counsellors and other personnel to ensure appropriate support, assessment and reporting for their EAL/D students.

EAL/D specialist teachers

EAL/D specialist teachers are appointed to schools to design targeted, curriculum-based English language instruction for EAL/D students and to assist in the delivery of teaching programs that meet students' particular English language learning needs. In supporting whole school programs and initiatives, EAL/D teachers focus on the English language and literacy learning of their EAL/D students. They also contribute to meeting the objectives of class and subject programs by planning and delivering an EAL/D focus to the teaching program with the class teacher.

Where possible, EAL/D specialist teaching positions should be filled by teachers with appropriate EAL/D teacher qualifications. Full time permanent EAL/D teachers are to be provided with the same employment conditions as other permanent teachers in schools, including an entitlement to release from face to face teaching (RFF). Permanent part-time teachers in EAL/D teacher roles have an entitlement to pro-rata conditions of employment including pro-rata RFF. EAL/D teachers are to be used to support the delivery of EAL/D curriculum programs and cannot be used in place of casual relief teachers or for creating smaller class sizes.

EAL/D specialist teachers are responsible for:

- identifying EAL/D students, assessing their English language proficiency and prioritising their need for EAL/D support
- providing advice on appropriate modes of delivery for the school's EAL/D support strategy, based on identified EAL/D needs
- planning and teaching EAL/D programs to meet the English language needs of EAL/D students using principles and practices of EAL/D differentiation
- assessing, monitoring and reporting on EAL/D students' English learning progress with reference to the *ESL Scales*, the *ESL Reporting Scale* and *EAL/D Learning Progression*
- working collaboratively with class teachers to develop programs, practices and resources which support the English language and literacy learning of EAL/D students across curriculum areas
- assisting in the maintaining of accurate and complete EAL/D student data in ERN
- providing advice, professional support and leadership to school executive and other teachers on principles and practices of second language acquisition and differentiation to support English language learning for EAL/D students.

4 KEY INFORMATION FOR TEACHERS: DELIVERING EAL/D PROGRAMS

4.1 Teacher accreditation and EAL/D learners

The Australian Professional Standards for Teachers provide a framework to understand the practice and professional engagement required by teachers. Understanding the characteristics of EAL/D learners, in particular, recognising and addressing the needs of students from culturally and linguistically diverse backgrounds, is a key component of the requirements of Standard 1 *Know Students and How they Learn*. Other standards can be linked directly to demonstrating and sharing expertise in EAL/D pedagogy. Experienced EAL/D specialists, in the context of their role as classroom practitioners working collaboratively with other teachers may be able to demonstrate evidence at the higher levels.

To support EAL/D specialists in the accreditation process the Australian Council of TESOL Associations has developed a draft elaboration of the Australian Professional Standards for Teachers, the *EAL/D Standards Elaboration*. The *EAL/D Standards Elaboration* does not replace the Australian Professional Standards, but guides school leaders and EAL/D specialists into ways of interpreting the current standards to reflect EAL/D teacher practice and expertise.

4.2 Key principles for EAL/D teaching and learning

A number of key theories supported by international and local research about the nature of second language acquisition and EAL/D pedagogy underpin EAL/D teaching and learning in NSW government schools.

Key principles

Language is learned through meaningful use in a variety of contexts. The curriculum provides authentic contexts for the development of subject specific texts and language.

One of the most significant theories on which EAL/D teaching is based is Michael Halliday's *Theory of Language and Context*. This theory asserts that whenever language is used the context determines how it is used. This is relevant to the teaching in all curriculum areas. In particular this idea is reflected in the English Syllabus K-10 which requires teachers to consider audience and purpose in all communication contexts.

Differentiating for EAL/D learners requires building students' background knowledge about content and language knowledge specific to each subject area

Schema theory is based on the belief that "every act of comprehension involves one's knowledge of the world as well" (Anderson et al. in Carrell and Eisterhold 1983, p73). In other words, readers interpret text through the interactive process of "combining textual information with the information a reader brings to a text" (Widdowson in Grabe 1988:56). Readers' mental stores are termed 'schemata' (after Bartlett in Cook 1997:86) and are divided (following Carrell 1983a) into two main types:

- content schemata - background knowledge of the world
- formal schemata - background knowledge of language structure

Pauline Gibbons uses the theory of Schema (*Scaffolding Language Scaffolding Learning*, 2002) to describe the resources we draw on when reading. She explains how good readers draw on culturally acquired knowledge when comprehending written language and asks teachers to consider the difficulties that arise for EAL/D students who do not have the same cultural or world knowledge as the writer of the text. Schema research has informed our understanding of the importance of building field knowledge and linking to prior learning for EAL/D learners.

Specialist EAL/D teaching to learn academic language ensures students reach their learning potential

Jim Cummins makes a distinction between conversational and academic aspects of language proficiency. In describing the distinction between these two types of language Cummins uses the terms Basic Interpersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). His research showed that it takes up to two years for a newly arrived EAL/D student to be fluent in BICS but that it takes from five to seven years to develop CALP in a second or additional language with EAL/D support. Further research by Thomas and Collier indicated that for refugee students who have had disrupted schooling and may have limited literacy in their first language, the length of time required to master the language required of the school context may be up to 11 years. This research indicates the importance of ongoing specialist EAL/D support, beyond intensive English provision, if EAL/D students are to develop proficiency in academic language and gain access to curriculum language and learning.

Research into the use of spoken language in the classroom (Gibbons 2002) describes the *mode continuum*, the importance of planning for oral interaction to scaffold literacy learning and the importance of explicit teaching of language structures and features to support student transition from everyday to academic language competence.

Oral interaction plays a critical role in English language learning.

The term ‘scaffolding’ was first used by Wood, Bruner and Ross (1976). In the context of language teaching it describes the temporary assistance and support structures that teachers provide to enable their students to complete a task or develop new understandings, so that they will eventually be able to complete similar tasks or apply new knowledge independently. As the learner develops control of the ‘new’ the teacher withdraws support, providing it again at the next stage in the learning.

Research by Vygotsky indicates the significance of interaction in learning. Through exploratory talk students explore and clarify concepts. Classroom talk allows students to try out a line of thought through questioning, hypothesising, clarifying and responding to others.

Research by Ellis (1994), Swain (1995) and Van Lier (1996) suggests that interaction is also a significant factor in second language learning. When learners are pushed to produce extended stretches of language they have to process language more deeply, providing a greater challenge for their language skills. Students have to focus on ways to make their language more coherent, comprehensible and grammatically correct for their listeners. Students learn through rewording to clarify. Research shows the importance of linking into students’ prior learning when teaching new skills and knowledge.

Maintenance of students’ home language supports learning in English

In Pauline Gibbons’s (1991) research into bilingualism she suggests that high levels of literacy skills in the home language greatly facilitates the learning of English. Gibbons uses an example where an English speaking student is being taught to tell the time in a new language. Being able to tell the time in English, they have developed a range of concepts related to time and clocks and numbers enabling them to make connections with what is already known while listening to the new language. Though the language itself is new, the concepts are familiar ones, and what would be developing in this situation is a new ‘label’ for prior learning. It would be more difficult to learn to tell the time in an unknown language if the student had not first learned to do it in their home language. It would be even more difficult if they had never seen a clock because there would be no concept they could connect with the new language.

4.3 Planning for teaching

Planning for EAL/D learners using differentiation of EAL/D teaching and assessment draws on the key principles and research outlined above. This approach provides a guide to planning and programming for integrated EAL/D teaching and assessment, and for developing carefully sequenced activities that scaffold up students' learning to enable them to achieve target language and curriculum content outcomes.

When planning a teaching program, teachers should identify and incorporate tasks where EAL/D learners can demonstrate evidence of having achieved outcomes or learning goals. It is important to consider whether any adjustments will need to be made to the task to ensure students are able to do the task successfully and demonstrate learning to their full potential. Teachers should provide a range of assessment strategies and plan opportunities for meaningful feedback in a variety of forms that cater for EAL/D learners.

For English language learners the language, layout and cultural content of standardized tests (NAPLAN, Best Start) may limit EAL/D learners' ability to demonstrate understanding. Assessment tasks, standardised tests and examinations generally assess students' knowledge and skills through written tests. As a result, the focus of the curriculum can shift away from oral language development - a skill that is critical to English language development for EAL/D learners.

Using student data in planning

Students who require English language support should be identified through student data collected at enrolment. This information, which includes country of birth, previous schooling, language/s spoken, residency status and passport and visa numbers as well as the length of time a student has been studying in an Australian school, should be maintained in ERN.

Teachers should add to this information when they carry out initial language proficiency assessments. EAL/D students should be assigned one of four broad phases of the EAL/D Learning Progression: **Beginning**, **Emerging**, **Developing** or **Consolidating**. This phase information, which should be regularly updated in ERN, can be used for targeting students for inclusion in the EAL/D program.

Specialist EAL/D teachers can build more detailed profiles of students' language learning needs using the *ESL Scales*. The *ESL Scales* describe in detail the English language development of EAL/D learners and are used as a diagnostic tool to identify EAL/D learner skills and provide a guide for programming, assessment and reporting. The *ESL Scales* can support the differentiation of assessment for EAL/D learners. They can assist teachers to identify and track their EAL/D students' progress in learning. They provide additional information about English language development of EAL/D learners that can supplement information on the Literacy Continuum and assist teachers to differentiate teaching and assessment for EAL/D learners.

HSC, NAPLAN and Best Start (PLAN) data, when disaggregated to show results for EAL/D learners, may provide additional information regarding the needs of this target group. The EAL/D learner group may be disaggregated even further to consider refugee and newly arrived students. For Beginning students with limited English language proficiency, information about the students' proficiency in their home language will assist teachers to differentiate teaching and assessment. For kindergarten students, the Best Start assessment, conducted informally with an interpreter, can be used to identify literacy and numeracy skills in the home language.

For more information on planning tools, including the EAL/D Learning Progression and ESL Scales, see section 4.4.

Curriculum and assessment

In order to effectively support the needs of targeted EAL/D students across the curriculum, teachers should identify the language and literacy demands, and any assumed cultural and conceptual knowledge underlying the curriculum and texts used in class programs. When planning for teaching, teachers should identify target curriculum outcomes and learning goals. Unpacking the language learning demands for EAL/D learners means identifying the requirements of tasks and the language

processes and the types of texts students are required to respond to and produce in a range of subjects. EAL/D specialist teachers can work with class teachers to identify the specific language skills and knowledge EAL/D students need, to participate in learning activities.

Backward mapping from an assessment task can help teachers to identify a language and literacy focus and to plan a sequence of activities that will support EAL/D learners to achieve the task. A teaching program that differentiates for EAL/D learners will include explicit instruction about the knowledge and language skills that EAL/D students need to access the curriculum and provide opportunities for students to practise. Specific aims and outcomes of these units can be formulated by identifying the gaps between what students know and can do and the curriculum outcomes and language demands of classroom activities.

Gibbons (*Scaffolding Language Scaffolding Learning*, 2002) suggests that teachers should ask the following questions to form the basis of planning that integrates second language learning and curriculum learning:

What are the language demands of the curriculum?

What do children currently know about language, and what are their language learning needs?

These questions help teachers identify the language demands of a particular area of study and to determine what language students would need to know in order to participate in learning that curriculum topic.

EAL/D Pedagogy

EAL/D pedagogy encompasses teaching strategies informed by theories and principles that teachers can use to cater for the specific learning needs of EAL/D students in their classrooms.

The model of EAL/D pedagogy and differentiation described in this document has evolved from research which was undertaken collaboratively by UTS (Hammond, Gibbons, Michell et al) and the DEC between 2001 and later between 2004 and 2006 in the context of the Quality Teaching initiative. It has been further strengthened as a result of ongoing action research in collaboration with UTS until 2012. This model of pedagogy is used as the basis of EAL/D professional learning for NSW teachers including Teaching English Language Learners (TELL) and Teaching Refugees in My Classroom (TRIMC).

Teachers should begin by identifying their students' level of English language proficiency and becoming familiar with their students' cultural understandings. By making learning intentions and success criteria explicit, teachers can build shared knowledge using a range of strategies including scaffolding, frontloading, ensuring message abundancy and recognising the importance of oral language. Teachers should also understand the importance of cultural capital, of maintaining first language competency and have an understanding of second language acquisition.

EAL/D teachers are a valuable resource, in and across schools, as leaders and mentors for other teachers in developing understanding and strategies in EAL/D pedagogy. Experienced EAL/D specialists can guide, demonstrate and lead colleagues to better identify and cater for the needs of EAL/D learners.

Differentiation and scaffolding

EAL/D students have the same capacity to understand curriculum content as other students; however they require support to learn the English language needed to access curriculum content and demonstrate their understanding. To support EAL/D learners, teachers need to identify the language demands of learning tasks while still maintaining the integrity of syllabus content.

Differentiation for EAL/D learners refers to the design of classroom environment, curriculum content, processes and products to be inclusive of the unique cultural and English language needs of EAL/D learners. In the ACARA EAL/D Teacher Resource reference is made to a pedagogy of entitlement:

Scaffolding has three major characteristics:

- It is temporary help that assists a learner move toward new concepts, understanding and language
- It enables a learner to know how to do something (not just what to do), so that they will be better able to complete similar tasks alone.
- It is future orientated: in Vygotsky's words, what a learner can do with support today, he or she will be able to do alone tomorrow.

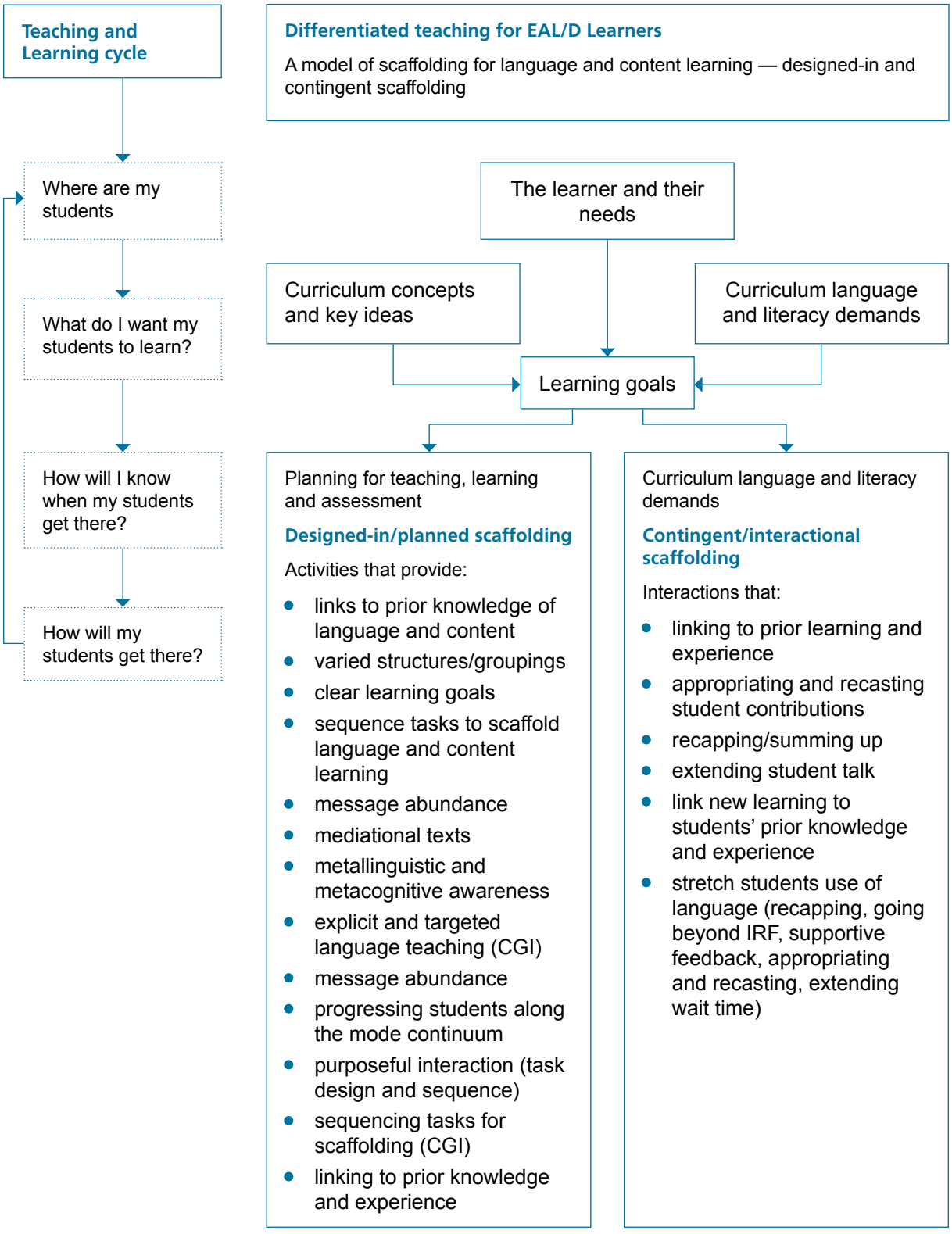
Gibbons 2009

"A pedagogy of entitlement and language support requires that teachers select and use a range of strategies that build language skills while simultaneously allowing EAL/D students access to the content of the curriculum" *ACARA EAL/D Teacher Resource.*

Scaffolding is support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own (Hammond 2001). Scaffolding can assist EAL/D students to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. Examples of strategies for differentiating through scaffolding can include: providing more time and input to build field knowledge, providing visual or bilingual supports, breaking tasks into smaller sections, giving explicit instruction on English language features, sequencing teaching and learning activities to provide controlled, guided and independent support, providing models to support learning, arranging opportunities for practice and feedback, ensuring language is used in context and creating opportunities for oral interaction.

A Model of Scaffolding

Controlled support	Guided support	Independent support
These are activities designed to provide students with the target language they need. Students are primarily using receptive language skills and are noticing aspects of the target language. Language input occurs.	These are activities designed so students have multiple exposure to, and practice of, the target language. Students are using both receptive and productive language skills and are recycling language. Language intake occurs.	These are activities designed to allow independent use of language. Students are predominately using productive language skills to recast language. Language uptake occurs.
Controlled support: • is usually teacher driven and planned • can be teacher or activity led • supplies the targeted language needed • involves planned modelling of language.	**Guided support:** • is usually activity led • provides a partial scaffold for students as they apply and practise language • often involves students working in groups or pairs.	**Independent support:** • allows students to demonstrate their use of targeted language • involves little or no scaffolding for students in their use of language • often involves students working individually


Teaching and Learning cycle
Where are my students
What do I want my students to learn?
How will I know when my students get there?
How will my students get there?
Differentiated teaching for EAL/D Learners
A model of scaffolding for language and content learning — designed-in and contingent scaffolding
The learner and their needs
Curriculum concepts and key ideas
Curriculum language and literacy demands
Learning goals
Planning for teaching, learning and assessment
Designed-in/planned scaffolding
Activities that provide:
links to prior knowledge of language and content
varied structures/groupings
clear learning goals
sequence tasks to scaffold language and content learning
message abundance
mediational texts
metallinguistic and metacognitive awareness
explicit and targeted language teaching (CGI)
message abundance
progressing students along the mode continuum
purposeful interaction (task design and sequence)
sequencing tasks for scaffolding (CGI)
linking to prior knowledge and experience
Curriculum language and literacy demands
Contingent/interactional scaffolding
Interactions that:
linking to prior learning and experience
appropriating and recasting student contributions
recapping/summing up
extending student talk
link new learning to students' prior knowledge and experience
stretch students use of language (recapping, going beyond IRF, supportive feedback, appropriating and recasting, extending wait time)

A glossary for EAL/D pedagogy

BICS & CALP	Basic Interpersonal Communication Skills (BICS) describes language needed for every day social interaction. Cognitive Academic Language Proficiency (CALP) refers to the academic language required success at school.
Collaborative learning	A learning situation where two or more students work together to complete a task or solve a problem.
Cultural Capital	Culturally specific ideas, knowledge and values used for social and academic purposes that students bring to learning English.
Frontloading	Involves activities to activate or build knowledge students will need to engage with a text. Provides a framework to support and organise new concepts, skills and knowledge.
L1	First language or home language
Message abundancy	Giving similar information in a variety of ways, some of them non-linguistic. In this way the curriculum is amplified, not simplified.
Mode Continuum	A continuum of language from most 'spoken-like' to most 'written-like', from most informal to more academic. For success at school students need explicit instruction to move along the continuum to produce increasingly academic language.
Noticing, recycling and recasting	**Noticing** primarily involves students using receptive language to engage and participate in learning. **Recycling** involves students using both receptive and productive language skills to apply and practise new learning. **Recasting** involves students using productive language skills to accomplish an activity.
Rich Task	Rich tasks involve broad aspects of assessment including product and processes for a genuine purpose. Rich tasks allow students to engage in various modes of language and to demonstrate their understanding in a variety of ways.
Scaffolding	Providing support to students to learn increasingly complex concepts and skills and gradually removing this support as students acquire mastery. Scaffolding can take many forms visual, written or oral. Teachers can plan scaffolding support for students (designed-in) or can provide scaffolds at the point of need (contingent).
Zone of Proximal Development (ZPD)	The area between what a learner can do without help and what they can achieve with support; considered the optimum area for learning to occur.

(Adapted from *Teaching English Language Learners (TELL),* 2013)

The *Teaching English Language Learners* (TELL) course is suitable for all teachers and gives teachers an understanding of the needs of students from culturally and linguistically diverse backgrounds. The course presents and stresses the importance of oral language and helps teachers to understand the importance of cultural capital; maintaining first language competency and second language acquisition.

The course is delivered as 6 two hour modules and helps teachers to identify the language and cultural demands in their subject areas.

Differentiating assessment

When working with EAL/D students, teachers need an understanding of students' level of English language proficiency to identify where explicit teaching is required, as well as the level of support needed to help them access the curriculum in the learning area. A range of student assessment data should inform teachers' judgments about EAL/D students' language learning development. Differentiated assessments using strategies appropriate to EAL/D students' level of language learning will identify their current knowledge of curriculum content and language.

Diagnostic assessment is a crucial starting point for the effective teaching of EAL/D students. It provides information about where students are in terms of their general English language learning, their mastery of the academic language demands of each learning area and their knowledge of curriculum content.

Assessment for, of and as learning should focus on students' skills and understandings in each of the language modes — listening, speaking, reading/viewing and writing as well as their performance in relation to curriculum outcomes.

EAL/D students who do not meet curriculum outcomes are not necessarily 'underperforming', but may be achieving at levels commensurate with their phase of English language learning.

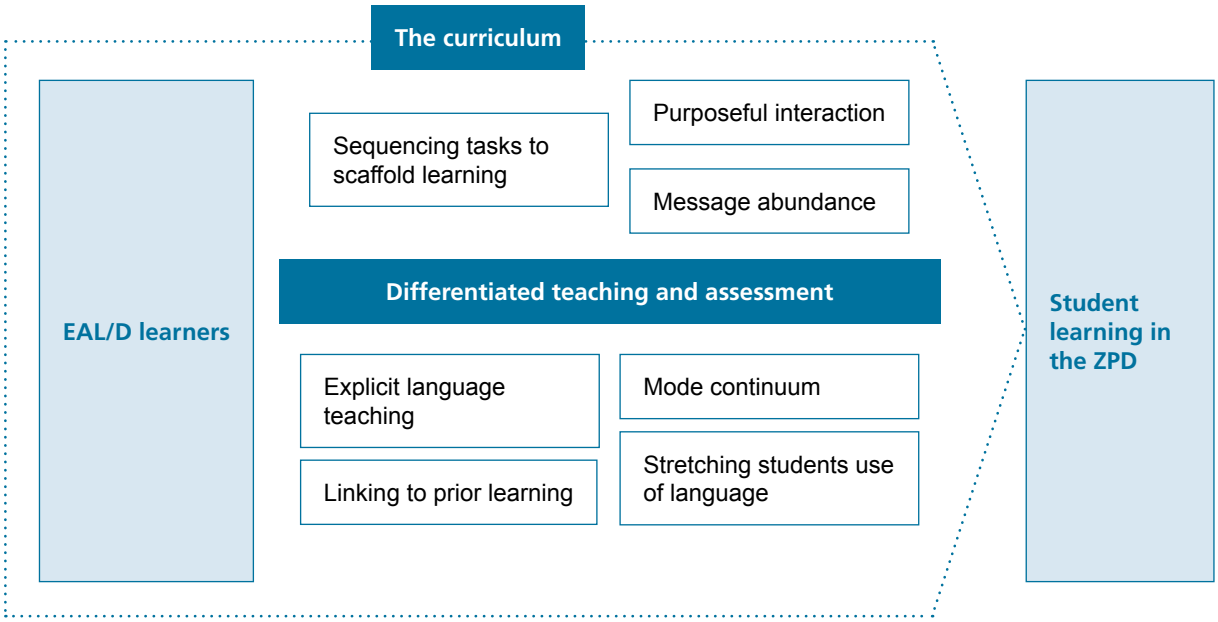
Comprehensive assessment data can be gathered through a variety of assessment strategies including:

- analysis of student writing
- observations of oral interactions and/or interviews with students
- reading logs
- students' self-assessments
- classroom learning activities
- more formalised and rehearsed oral activities
- discussions or describing an item related to curriculum content.

Assessment strategies that rely less on language and more on content knowledge can be used to assess EAL/D students against the achievement standards in each learning area. Tasks should be carefully scrutinised to identify the language and cultural demands. To ensure EAL/D students are able to demonstrate their knowledge, adjustments to assessment texts or processes may need to be made. To enable students to demonstrate their understanding of learning of subject content, assessment tasks may need to be adapted to cater for their level of English proficiency. For example, allowing a Beginning EAL/D student to demonstrate understanding of a scientific concept through a diagram, or comprehension of a narrative in English through illustrations.

Differentiated formal assessment may include:

- visual supports
- access to glossaries or dictionaries
- bilingual support
- additional time



Collaborative Planning

Planning is an important element in implementing EAL/D support. Classroom teachers and EAL/D specialists bring different information to the planning process. Classroom teachers have knowledge about the subject curriculum and the EAL/D students in their classes. The EAL/D teacher has knowledge about second language acquisition and effective EAL/D pedagogy. Teachers can work together to identify the level of English language proficiency of the learner, the cultural and language demands of the syllabus and the best way to approach teaching and learning to support the EAL/D learners in the class.

Collaborative planning can involve the EAL/D teacher and a single classroom teacher, or can involve the EAL/D teacher and a group of teachers working together. Planning can take place at a syllabus or unit level.

When the EAL/D teacher allocation is small or the number of students requiring EAL/D support and their class/year placement is widespread; collaborative planning may represent an optimal use of EAL/D teacher expertise. EAL/D specialist input into subject classroom programs may have greater impact than brief, irregular or infrequent teaching sessions.

Collaborative planning is most effective when the roles and expectations of those involved are clear. It is also important that teachers involved in collaborative planning are supported with time and resources to meet and plan.

Team Teaching

Team teaching is an effective strategy for providing EAL/D support. It is most effective when both the classroom teacher and the EAL/D specialist have a shared understanding of the diversity of learners and EAL/D pedagogy. Team teachers share responsibility for planning, teaching and assessing students. Team teaching allows for flexible classroom organisation including group work and individual conferencing.

Teachers who are team teaching should be supported to meet on a regular basis to plan and evaluate teaching, learning and assessment activities.

4.4 EAL/D planning tools

ESL Scales

The *ESL Scales* were developed to show how EAL/D students' patterns of development in listening, speaking, reading and writing differ from those of students from English-speaking backgrounds. In particular, this tool shows that the English language starting point for EAL/D learners is different from that of students from English-speaking backgrounds. While Australian-born students from English-speaking backgrounds enter school in Kindergarten with 4-5 years exposure to English, EAL/D learners enter school at any year of schooling and this is typically their starting point in English.

The *ESL Scales* describe the English language development typical of students learning English as an additional language in the school context. Assessing an EAL/D student using the ESL scales should not be seen simply as assigning a student a 'number' or level. Deciding on a student's level of Oral interaction, Reading or Writing in English requires teachers to make an 'on balance' judgment by relating their observations and records about the student's performance in a number of tasks to a number of pointers in each of the organisers. In doing this, both the Communication and Language structures and features organisers are particularly important in deciding the student's level.

Level 1 in Oral Interaction does not equate with Level 1 Reading and Writing. While there is likely to be a correlation across strands for some EAL/D learners, others may have developed a degree of proficiency in some strands but not in others, depending on their previous experience of English.

The *ESL Scales*:

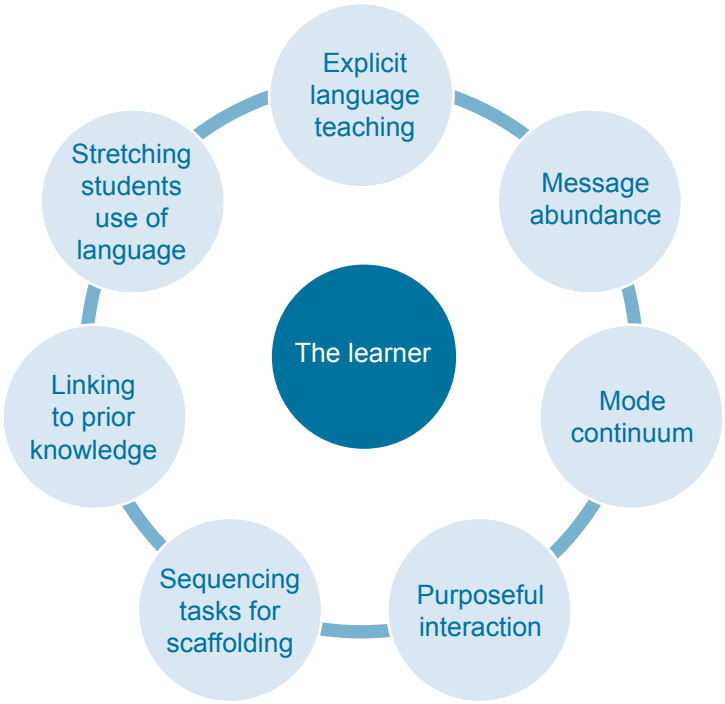
- provide a set of benchmarks against which EAL/D learners' achievements in English may be set
- help in identifying EAL/D learners' achievements and needs to assist program and curriculum development.
- provide a shared language to talk about students' English language proficiency

Linking The ESL Scales to other tools

The ESL Scales provide a detailed description of English language progression for EAL/D learners. In the NSW English K–10 Syllabus, the subject content has been mapped to the *ESL Scales* to support teachers of EAL/D learners. Teachers are able to use the *ESL Scales* in conjunction with the syllabus to plan a pathway for EAL/D students to access English curriculum outcomes and content.

Preliminary work has been done to link the ESL Scales and the EAL/D Learning progression to the *Literacy Continuum*.

The curriculum context



ACARA EAL/D Teacher Resource

The ACARA EAL/D Teacher Resource supports teachers when developing teaching and learning programs for EAL/D students. The resource includes several publications: *EAL/D Overview and Advice*, *Annotated Content Descriptions for the English, Mathematics, Science* and *History* syllabuses, *EAL/D Learning Progression* and Student Illustrations of the EAL/D Learning Progression.

The *EAL/D Overview and Advice* provides teachers with information about EAL/D students and their English language needs. In the resource there is information about student diversity, characteristics of EAL/D learners and approaches to effective teaching and assessment.

The EAL/D Teacher Resource outlines clearly the variety languages and dialects that are spoken by Aboriginal and Torres Strait Islander students. EAL/D teachers need to be aware of this diversity and will need to work with classroom teachers to develop a greater understanding of the language learning needs of Aboriginal students in NSW Public schools.

Many languages are spoken in homes and communities around Australia. These include the many Aboriginal and Torres Strait Islander languages and dialects that are spoken in Australia, including Aboriginal Englishes, pidgins and creoles. Aboriginal Englishes are lexically and grammatically different from the 'Standard Australian English' taught in schools. Australian pidgins and creoles are 'contact languages' that developed from interactions between speakers of Aboriginal and Torres Strait Islander languages and speakers from other language traditions, particularly English.

EAL/D Learning Progression

The *EAL/D Learning Progression* describes a progression of English language learning typical of students learning English as an additional language or dialect (EAL/D). It has been developed primarily for teachers who are not EAL/D specialists.

Teachers can use the EAL/D Learning Progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience

- identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills to monitor the linguistic progression of their EAL/D students.

By considering examples of EAL/D students' work, including their speaking and listening skills, teachers can identify linguistic elements and/or behaviours that best match those found in the EAL/D learning progression. This will indicate the level of support that will need to be provided for students to access learning area content.

The *EAL/D Learning Progression* includes broad descriptions of the characteristics of learner groups at each of the four phases of English language learning. (See Appendix 2 for descriptions of these phases). EAL/D students of any age may be in any of the English language learning phases. Students' phase levels are recorded and regularly updated in the *Maintain EAL/D* function of ERN. Information on LBOTE students for whom EAL/D support is not required should also be recorded.

More information about the EAL/D Learning progression can be found in the *ACARA EAL/D Teacher Resource*.

ACARA Annotated Content Descriptions (English, mathematics, science, history)

As part of the EAL/D Teacher Resource, ACARA has produced annotated content descriptions to support teachers implementing the Australian Curriculum in English, Mathematics, Science and History. The annotations describe the linguistic and cultural considerations implied by syllabus content descriptions. The annotations have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging, help teachers to understand students' cultural and linguistic diversity and provide examples of teaching strategies supportive of EAL/D students.

These documents help teachers identify the English language demands of different subject areas and to provide advice about effective teaching strategies.

IEP Curriculum Framework

The Intensive English language programs in IECs and the IEHS are based on the *Intensive English Programs (IEP) Curriculum Framework*. This curriculum framework addresses both English and curriculum content of the NSW school curriculum. Content is adapted for second language learners to provide students with an orientation to the curriculum at high school. As the students' level of English language proficiency increases the teaching concentrates more on concepts, vocabulary and skills required in preparation for study at high school.

Copies are available from the Henry Parkes Equity Resource Centre.

ESL Curriculum Framework K-6

The ESL STEPS: ESL Curriculum Framework K-6 is a planning and programming tool for teachers of EAL/D students. It demonstrates how EAL/D students with varying levels of English language proficiency can be supported to achieve curriculum outcomes at their appropriate stage of learning. The framework is designed for use across all K-6 stages and within any KLA. It is organised in a series of 'steps' which show the progressive development of English language skills, linked to both the ESL Scales and K-6 syllabus stages.

Copies are available from the Henry Parkes Equity Resource Centre

4.5 EAL/D Reporting

In the *Policy Standards for the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy* schools are required to provide information to parents about EAL/D students' progress in learning English, where students are receiving EAL/D support from an EAL/D teacher. EAL/D teachers are required to report on EAL/D student progress with reference to the ESL Scales using the ESL Reporting Scale.

Reporting to parents

Students from a language background other than English (LBOTE) who receive direct support from an EAL/D teacher must be provided with an *ESL Report*. This report will generally be in addition to the report provided by the class or subject teacher. The ESL report assists parents to understand their child's level of English language development.

An information sheet for parents explaining the *ESL Reporting Scale* is available in translations on the Department's website. These translations can be downloaded and included with the school ESL report for parents. Click on the link at the bottom of the Department's homepage and go to *Documents by language* then *Written Reports for Students Learning English* as a Second Language.

ESL Reporting Scale

EAL/D teachers are required to report on EAL/D student progress *with reference to the ESL Scales* using the *ESL Reporting Scale*. The ESL Reporting Scale ensures consistent reporting of EAL/D achievement across NSW Government schools.

The ESL Reporting Scale shows the full range of English language skills required for learning at school. *Sample reports* can be found on the Department intranet. A student on ESL Reporting Scale level 1 is beginning in English. A level 6 means a student has developed a high level of English language for learning school subjects. The ESL Reporting Scale reflects the increasing language demands of the curriculum. Because of the lower language demands of the curriculum an EAL/D student in early stage 1 and stage 1 would not achieve higher than a level 3 on the ESL Reporting Scale and would not achieve higher than a level 5 in stages 2 and 3. For more information refer to the *Relationship Between the ESL reporting Scale and the ESL Scales*.

5 COMMUNICATING WITH PARENTS/CARERS & THE COMMUNITY

5.1 Interpreting and translations

Public Schools NSW staff are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well or who are deaf or have a hearing or speech impairment. It is important to use an appropriately qualified interpreter whenever possible. Interpreting is a specialist skill that is not possessed by everyone who is bilingual. In general, it is not appropriate to use students or relatives to interpret. It is particularly important that schools do not use students to interpret in matters relating to student welfare, counselling or attendance.

Public Schools NSW staff may request the services of an on-site interpreter or may contact parents using the Telephone Interpreter Service (Phone 131 450 - DEC Client Code is C018294). Schools should ensure that an interpreter is provided for parents/carers at enrolment. This will ensure accurate information is obtained and will assist the family in the completion of the enrolment form. Parents, carers and community members can also request an interpreter be available at a meeting or interview. In addition, parents and carers may contact the school using the Telephone Interpreter Service.

The *Application to Enrol in a NSW Government School* forms the basis of data entered into ERN. These student enrolment forms are regularly updated and are available in a number of languages on the Department intranet. Schools should check that the most current version is being used.

Parents may feel uncomfortable about indicating any language other than English on the student's enrolment form. They may feel that the school wants them to speak English in the home and are reluctant to indicate that this is not the case. In addition, they may believe that there is some status attached to speaking only English. Ensure all staff are aware of the necessity for correct information about languages other than English (LBOTE) spoken. Staff who enrol students need to be aware of the value the Department places on linguistic diversity. Enrolling staff also need to be aware of the critical need to sensitively obtain accurate information.

Many translated departmental documents are available through the DEC Intranet. Click on the *Translated Documents* link at the bottom of the DEC homepage and go to Documents by language. Documents are translated into over 40 languages. Translated documents should be made available for front line staff to distribute or refer to when communicating to parents. Schools should endeavour to have important school documents routinely translated to facilitate effective communication.

Go to the Interpreting and Translation Guidelines for more information

https://detwww.det.nsw.edu.au/multicultural/interpreting/Interpreting_guidelines_2013.pdf

5.2 Engaging parents in the school community

Students achieve better outcomes when schools, families and the community work together and when there are positive home-school cultural connections. The Department's Multicultural Education Policy requires schools to promote positive community relations with parents and community members from diverse cultural and linguistic backgrounds and encourage their participation in school life.

Strategies to support the engagement of parents may include:

- ensuring interpreters and translations are used for effective communication
- providing professional learning for teachers and other staff in intercultural understanding and cross-cultural communication.
- ensuring that consultative mechanisms and decision making processes are representative of the cultural diversity of the school
- utilising specialist resources such as; *Strengthening family and community engagement in student learning resources*

- working closely with Aboriginal Education Officers (AEOs) and other Aboriginal staff employed within the Department.
- being aware that the 'naming' of non-standard dialects such as Aboriginal English is not universally accepted and that many Aboriginal communities may have local terms and names for the home dialects that they use. Alternatively they may have no other names for these local dialects (of English).
- working collaboratively with local AECGs to better meet the needs of Aboriginal students.

School signage should support the needs of families from diverse language and cultural backgrounds. Schools can also provide parent information sessions focussing on particular language or cultural groups.

Results of the school LBOTE survey should be used to identify the diversity of linguistic backgrounds of students and their families. This information should be used for school planning, to inform the recognition of relevant cultural events and to respond to international events. The concept of 'Cultural Capital' needs to be acknowledged and utilised.

5.3 Community services and support

The NSW Department of Education and Communities works closely with a range of government and non-government agencies to support newly-arrived migrant and refugee students and families. These include:

- Community Relations Commission for a Multicultural NSW
- Settlement Services International (and associated organisations)
- Navitas
- NSW Refugee Health Service
- STARTTS
- The Refugee Council of Australia
- The Australian Literacy and Numeracy Foundation
- Australian Red Cross
- St Vincent de Paul
- Department of Immigration and Citizenship
- Anglicare
- Job Quest
- Multicultural Youth Advocacy Network
- NSW Aboriginal Education Consultative Group (AECG) Inc

6 SUPPORT FOR SCHOOLS

6.1 Professional learning programs

Courses developed by the Equity team which specifically support the implementation of the *EAL/D Advice for Schools* include:

EAL/D Orientation

The EAL/D orientation course is offered to support teachers newly appointed to EAL/D positions. The course assists teachers to identify EAL/D learners, organise effective EAL/D support, become familiar with EAL/D pedagogy and tools, and gain awareness about their roles and responsibilities in schools.

EAL/D New Arrivals Program

Each year a range of courses are offered to support teachers of newly arrived students. The courses are presented through a variety of platforms including by video conference and Adobe Connect.

TELL (Teaching English Language Learners)

The Teaching English Language Learners (TELL) course is suitable for all teachers and gives teachers an understanding of the needs of students from culturally and linguistically diverse backgrounds. The course is delivered, by a trained facilitator, as 6 two hour modules and helps teachers to identify the language and cultural demands in their subject areas.

Teaching Refugees In My Classroom (TRIMC)

This professional learning course has been developed to support classroom teachers, K-12, develop their understanding of the educational needs of refugee students in order to provide effective teaching strategies. The course consists of 5 modules, each of 2 hours duration.

Promoting Positive Behaviour and Learning

Promoting Positive Behaviour and Learning: Assisting Refugee Students at School is a resource and professional learning developed by Refugee Resettlement Project Officers and Assistant Principals, to support schools in promoting effective teaching and learning for refugee students through proactive support during the resettlement period in schools

Certificate in Spoken and Written English (CSWE) training

All teachers of Certificate in Spoken and Written English in intensive English sites must complete a two day training course, including one day training with the Adult Migrant English Service (AMES) and one day for school-based planning and programming. These courses are conducted once a year in collaboration with AMES. For additional information regarding professional learning opportunities for teachers of EAL/D students, please contact the Intensive English Program Advisor 9244 5837.

Professional learning opportunities and programs are being continually developed and updated.

Courses run by Aboriginal Education and Community Engagement include:

Effective EAL/D Pedagogies for Aboriginal students

This one day professional learning course is currently offered to selected schools with high Aboriginal enrolments. The course raises awareness about Aboriginal EAL/D learners in the NSW context and provides teachers with bidialectal teaching strategies.

An Introduction to the Capability Framework; Teaching Aboriginal and Torres Strait Islander EAL/D Learners

This Adobe Connect session outlines the new Capability Framework and how teachers can use it to increase their skills, knowledge and capacity to teach Aboriginal and Torres Strait Islander EAL/D learners. Teachers can access the course on My PL@Edu.

6.2 Resources

Assisting Refugee Students at School

Information and strategies for school communities providing information about a range of issues concerning refugees. It offers ideas and strategies for staff members on assisting refugee students and other students who have survived refugee-like experiences to settle and adjust to the teaching and learning approaches of Australian schools.

Calendar for Cultural Diversity

The Calendar for Cultural Diversity provides details of major celebrations and events of Australia's diverse cultures and communities. It is accompanied by a Teachers' Handbook that aims to assist teachers in the development and implementation of teaching and learning programs which acknowledge and celebrate

Calendar for Cultural Diversity and Handbook

Capability Framework-teaching Aboriginal and Torres Strait Islander EALD Learners

This document sets out the skills, knowledge and teacher capacity required to improve the teaching of Aboriginal and Torres Strait Islander EAL/D learners. It is aligned with the Australian Professional Standards for Teachers.

Cooling Conflicts

This program uses educational drama techniques and peer teaching to assist in managing conflict. Students examine how conflict escalates and learn how to intervene to manage conflict.

www.coolingconflicts.edu.au

Identity, Culture and Conflict

This resource kit for the secondary school classroom contains eight video segments and an accompanying presenter's guide designed to stimulate productive discussion relating to issues of racism, including the nature of racism in educational settings, Australia's cultural and linguistic diversity, and Reconciliation. A copy is available in every high school and central school or on loan from the Henry Parkes Equity Resource Centre. Code: 9913

Making Multicultural Australia

This website provides multicultural content and a range of teaching ideas and learning activities related to Australian history, culture and current multicultural issues.

www.multiculturalaustralia.edu.au

Opening the School gate

This resource kit provides schools with a range of strategies to encourage parents and families from culturally and linguistically diverse backgrounds to fully participate in the educational experience of their children at school.

Centre for Multicultural Youth

Promoting Positive Behaviour and Learning

Promoting Positive Behaviour and Learning: Assisting Refugee Students at School is a resource and professional learning developed by Refugee Resettlement Project Officers and Assistant Principals, to support schools in promoting effective teaching and learning for refugee students through proactive support during the resettlement period in schools. Further information in relation to professional learning and the resource is available through Regional Equity Coordinators or regional Student Support Coordinators, Student Counselling and Welfare on telephone 131 536.

Racism. No way!

This website is an innovative anti-racism education project which targets all members of Australian school communities. It includes a comprehensive set of resources to assist schools, teachers and students to understand and counter racism in schools.

www.racismnoway.com.au

Roads to Refuge

Roads to Refuge is a teaching and learning resource for students in Years 5-10. The website deals with issues relating to the refugee journey and experience of resettlement through video footage, case studies and classroom activities.

www.roads-to-refuge.com.au

Strengthening Community Harmony - Advice and resources for schools

This document provides a range of suggested strategies for schools in building and maintaining community harmony and how to respond in the event of community disharmony.

Welcome poster — many languages

This poster, Welcome in many languages, is an A2 size poster available in high and reduced resolution versions.

Welcome poster, high resolution (pdf 3.14MB)

Welcome poster, reduced resolution (pdf 603KB)

6.3 Contacts

Education Services Teams

The role of Educational Services is to provide advice and support to schools to meet the needs of students and enhance the capacity of schools to improve learning outcomes for all students. Educational Services can coordinate provisions to respond to identified professional learning needs.

There are four educational services teams across the state able to provide services across a community or group of schools. Educational services teams will support access to professional learning programs through a variety of modes including; on-line learning, video conferencing, Adobe Connect forums and webinars, collegial learning networks, school based activities, action learning and multi-modal delivery.

Macquarie Park Educational Services: macquariepark.educationalservices@det.nsw.edu.au

Tamworth Educational Services: tamworth.educationalservices@det.nsw.edu.au

Ultimo Educational Services: ultimo.educationalservices@det.nsw.edu.au

Wagga Wagga Education Services: waggawagga.educationalservices@det.nsw.edu.au

Equity Team

Schools may contact the Equity team for advice related to program operation and professional learning opportunities. Multicultural education includes anti-racism education, community harmony and engagement programs, culturally inclusive curriculum and pedagogy, EAL/D education, programs for intercultural understanding, refugee student support programs and interpreting and translation services.

Communications & Translations Advisor	9244 5311
EAL/D Program Advisor	9244 5636
Intensive English Program Advisor	9244 5837
Multicultural Education Advisor	9266 8238
New Arrivals Advisor	9244 5349
New Arrivals Officer (Rural & Regional)	9244 5764
Refugee Student Program Advisor	9266 8445

Aboriginal Education and Community Engagment

EAL/D Advisor	9244 5745

EAL/D Connect

EAL/D Connect network meetings (formerly ESLINs) are professional learning networks organised by EAL/D leaders and mentors, usually once a term, to build professional links across schools, share teaching ideas and resources. To find information about EAL/D Connect meetings in your area contact Educational Services or the EAL/D Program Advisor 9244 5636.

Professional Associations

Association for Teaching English to Speakers of Other Languages (ATESOL)

ATESOL NSW Inc. is a professional association of people teaching English to speakers of other languages.

www.atesolnsw.org

Australian Council of TESOL Associations (ACTA)

http://www.tesol.org.au

6.4 Research

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NSW Department of Education & Communities 2009, *Supporting Refugee Students at School*, NSW DEC, Sydney.

NSW Department of Education & Communities 2010, *Teaching English Language Learners (TELL),* NSW DEC, Sydney.

NSW Department of Education & Communities 2010, *Teaching Refugees in my Classroom*, NSW DEC, Sydney.

NSW Department of Education & Communities 2013, *Interpreting and Translation services Guidelines for schools*, NSW DEC, Sydney.

NSW Department of Education & Communities, *DEC International*, NSW DEC, Sydney.

NSW Department of Education & Communities, *Enrolment of Non-Australian Citizens — Procedures and Eligibility*, DEC International, NSW DEC, Sydney.

NSW Department of Education & Communities and NSW AECG Inc, *Partnership Agreement 2010-2021, Together We Are, Together We Can, Together We Will*.

APPENDIX 1:

CHECKLIST FOR EFFECTIVE EAL/D STUDENT SUPPORT

School planning, assessment and reporting:

- ☐ EAL/D student support is included in whole school planning, self-assessment and reporting
- ☐ Expenditure on EAL/D initiatives, including the purchase of resources, additional support and teaching staff or professional learning is linked to the school financial plan
- ☐ Information about the language background of students informs school planning
- ☐ Refugee students and their needs are identified and supported appropriately
- ☐ Interpreting and translation services and materials are used for effective communication, consultation and engagement with LBOTE families and community members who do not speak English well*
- ☐ A member of the executive/teaching staff is nominated as the EAL/D Support Strategy supervisor
- ☐ Staff capacity is developed through professional learning about EAL/D pedagogy and practice.

Administration

- ☐ ERN information about arrival date, first Australian school enrolment, language background, visa class and subclass is checked for accuracy and recorded in ERN
- ☐ EAL/D learners' phases are identified using the EAL/D Learning Progression, recorded in ERN and updated in ERN every 6 months
- ☐ Annual EAL/D survey is completed in June
- ☐ EAL New Arrivals Program (NAP) surveys are completed in April and November and Language background other than English (LBOTE) census is completed in March.

Teaching and learning

- ☐ EAL/D specialist teachers use the ESL Scales to identify EAL/D students' English language needs
- ☐ All Teachers of EAL/D students are able to describe the broad EAL/D Learning Progression phase for each of these students to identify student English language needs and to assist with maintaining EAL/D data on ERN
- ☐ There is evidence in teaching and learning programs of differentiation to reflect the language learning needs of EAL/D students, including the needs of refugee students

Organisation

- ☐ EAL/D staffing allocations are filled by qualified EAL/D specialist teachers
- ☐ EAL/D teaching support is provided using one or more of the modes of delivery outlined in the EAL/D Advice for Schools (direct, collaborative or resource models)
- ☐ Where EAL/D teachers are timetabled to a group of EAL/D students a program reflecting EAL/D pedagogy and practice is developed in consultation with class/subject teachers
- ☐ EAL/D Program organisation provides time for EAL/D staff to conduct initial assessments, provide appropriate orientation for newly arrived EAL/D students and disseminate information to teachers about EAL/D students.
- ☐ EAL/D Program organisation provides time for EAL/D staff to plan collaboratively with classroom teachers.

Communication

- ☐ Community engagement and collaborative decision making is inclusive of the school LBOTE community
- ☐ Enrolment forms are provided in a range of languages
- ☐ Parents/carers of EAL/D students receiving direct support from an EAL/D teacher receive a report reflecting progress and outcomes against the ESL Reporting Scale
- ☐ Interpreters are used as appropriate when required *
- ☐ Important school information is provided in a range of languages.

EAL/D Supervisor: _____ Date: _____

Principal: _____ Date: _____

** Interpreters are generally not used for communication with students except in urgent matters related to student welfare.*

APPENDIX 2:
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) PHASES (FROM ACARA EAL/D LEARNING PROGRESSION)

Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (e.g. visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning.

Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the

classroom teacher. These students are able to engage with and learn the content of the Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities.

Developing English

These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D

learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Curriculum.

Consolidating English

These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Curriculum.

Further Information

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