# ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT POLICY

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## OBJECTIVE

At Rainbow Street Public School, we are committed to providing all students learning English as an additional language or dialect (EAL/D) with the support to acquire English language proficiency and the skills necessary to function effectively within society through the differentiation of teaching and learning programs.

## SCHOOL CONTEXT

Rainbow Street Public School is situated in the historic City of Randwick in close proximity to the University of NSW and Prince of Wales Hospital.

The school supports an inclusive and non-discriminatory culture. Parents value the diverse culture of the school and are active and committed members of the school community.

EAL/D students at Rainbow Street Public School are supported through specialist EAL/D programs delivered through the New Arrivals Program where students are withdrawn from class and the targeted support program through collaborative planning and team teaching with classroom teachers in the classroom.

## ROLES AND RESPONSIBILITIES ACROSS THE SCHOOL

The *English As An Additional Language or Dialect Advice For Schools* document (p. 25 and 26) outlines the specific roles and responsibilities across the school that will be followed.

**Principal**
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 principal is 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

The EAL/D supervisor at Rainbow Street Public School is a member of the school executive. The EAL/D Supervisor is responsible 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
- organising the EAL/D timetable across the school.

## EAL/D Teachers

EAL/D specialist teachers design targeted, curriculum-based English language instruction for EAL/D students and 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.

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.

**Class Teachers**

Class teachers are responsible for planning and delivery of quality teaching and learning programs for all students in 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 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".  *(English As An Additional Language Or Dialect Advice For Schools 2014, p. 6)*

EAL/D students enter our school with varying levels of knowledge of their home language and of the English language.  Some of these students have had formal schooling at the same level as their peers while others have had no formal school or disrupted schooling. Some of our EAL/D students are born in Australia but their first language is a language other than English while others are born overseas and have come here permanently or on temporary visas. Some of our EAL/D students have some literacy skills in their home language while others have little or no experience with literacy in their home language.

EAL/D students are concurrently learning about the English language in English with the intention to participate effectively in academic and social contexts. EAL/D students require the implementation of quality teaching and learning programs to build their knowledge of the English language and provide them with the skills to achieve academically.

## EAL/D PHASES

The EAL/D Learning Progression includes broad descriptors of the English language learning progression for EAL/D students. The EAL/D Learning Progression consists of four phases: Beginning English, Emerging English, Developing English and Consolidating English. EAL/D students will be assessed according to their English language development. Individual EAL/D students will move through these phases at different rates. Students can also be at different phases in the different language modes in speaking, listening, reading and viewing and writing.

**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. |

*(English As An Additional Language Or Dialect Advice For Schools 2014, p. 7)*

A full outline of the EAL/D Learning Progression can be found in the *English As An Additional Language Or Dialect Advice For Schools (2014, Appendix 2 p. 48).*

The table below outlines the average time it takes an EAL/D student 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 |

*(English As An Additional Language Or Dialect Advice For Schools 2014, p. 13)*


## *SECOND LANGUAGE ACQUISITION*

"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". *(English As An Additional Language Or Dialect Advice For Schools 2014, p. 10)*

**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 |

*(English As An Additional Language Or Dialect Advice For Schools 2014, p. 11)*

## SUPPORTIVE LEARNING ENVIRONMENT

Rainbow Street Public School provides all students with a safe and supportive learning environment. The school supports an inclusive and non-discriminatory culture, and is culturally and linguistically inclusive.

It is important for EAL/D teachers and classroom teachers to use a variety of teaching strategies that are inclusive and support the learning of EAL/D students in the classroom, encouraging participation in all school activities and events. Communication between home and school is vital. Teachers need to provide parents with information about the school, curriculum and teacher expectations. Parents should also share information about their child or any concerns. EAL/D teachers will provide students with support materials to assist them with learning the English language.

## ASSESSING ENGLISH LANGUAGE PROFICIENCY

"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". *(English As An Additional Language Or Dialect Advice For Schools 2014, p. 34)*

At Rainbow Street Public School, students' English language proficiency is regularly assessed by the EAL/D teachers using the EAL/D Learning Progression. EAL/D teachers support classroom teachers in using the EAL/D Learning Progression by assisting them in identifying which phase EAL/D students are in according to their speaking, listening, reading and viewing and writing skills. This tool is also available for class teachers to use in order to identify which phase of English language learning students are in, what explicit teaching is required and the level of support needed to support EAL/D students in their classroom.

EAL/D students' language skills (oral interaction, reading and responding and writing) will be initially assessed by the EAL/D teacher. Assessment tasks are to be adapted for EAL/D students to allow them to demonstrate their learning. Feedback will then be given to the classroom teacher about the student's phase in the EAL/D Learning Progression. EAL/D teachers will continue to assess students' English language proficiency throughout their time at school.

Assessment data is collected regularly by the EAL/D teacher in speaking and listening, reading and viewing and writing as evidence of students' transition from phase to phase using a variety of assessment strategies. These include observations of oral interaction, analysis of writing, student reflection and self-assessment, prepared oral presentations and discussions.

## DATA COLLECTION

"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." *(English As An Additional Language Or Dialect Advice For Schools 2014, p. 13)*

At Rainbow Street Public School, EAL/D teachers are required to update EAL/D student data in Maintain EAL/D every six months or when there is a change in phase in a student's English language proficiency. The EAL/D Supervisor oversees data collection and completion. Data and surveys are 'signed off' by the school principal.

EAL/D teachers review and analyse data for surveys throughout the year. Census of Students with Language Background other than English (LBOTE) data is collected in Term 1 of each year. The EAL/D Annual Survey is conducted in the middle of the year. This survey identifies the number of students enrolled that come from a language background other than English (LBOTE), their enrolment date, LBOTE students identified as EAL/D learners and their phase level, and the number of students receiving EAL/D support in the school. Two EAL New Arrivals Program (NAP) Surveys are conducted each year. Schools are required to provide details of students who have enrolled in the school during the survey period.

## *ORGANISING EAL/D STUDENT SUPPORT*

EAL/D support within the school is dependent on the number of EAL/D students, their level of English Language proficiency, EAL/D teacher allocation and the whole school timetable. The EAL/D supervisor organises EAL/D support and the time allocated for each class based on the number of EAL/D students in each class and their learning needs. The EAL/D Supervisor then creates a draft timetable. The timetable is then trialled for 1-2 weeks and then any relevant changes to the timetable are made. The EAL/D timetable will be reviewed each term according to the needs of EAL/D students.

## *DELIVERING EAL/D PROGRAMS*

EAL/D programs within the school are delivered through both direct and collaborative modes. These include the New Arrivals Program where students are withdrawn from the classroom and the targeted support program where the EAL/D teacher and classroom teacher collaboratively plan and team teach in the classroom.

At Rainbow Street Public School the EAL/D program works on developing each student's ability to function effectively in English in a wide range of contexts. Programs provide EAL/D students with the skills to be able to listen, speak, read and write in English and increase their confidence and self-esteem. EAL/D teachers strengthen English language support for EAL/D students on arrival to school in Australia as they take part in a structured daily New Arrivals Program where the EAL/D teacher focuses explicitly on survival English language. These students are then further supported in the classroom where the EAL/D teacher works collaboratively with the classroom teacher using a team teaching approach.

**New Arrivals Program**
Newly arrived students are withdrawn from class and supported by the specialist EAL/D teacher. They take part in survival English lessons and as their English competency progresses, students are prepared to meet the challenges of language based on the topics covered in class. Programs comprise of activities and language specific to topics in English, Science, Human Society and Its Environment and texts studied in class. Student's learning is monitored regularly and students are provided with ongoing feedback. Teaching and learning activities are continually modified to cater for individual student needs. Student interests and feedback is highly valued and is considered during the planning of lessons. By fostering a sense of ownership of their work students become naturally more connected learners.

**Collaborative Planning and Team Teaching**
Collaborative teaching involves both the EAL/D teacher and the classroom teacher sharing responsibility for planning, programming, teaching, assessment and evaluation of teaching and learning programs. Team teaching is effective when both the classroom teacher and EAL/D teacher share an understanding of teaching and learning pedagogy. EAL/D teachers guide and demonstrate how to identify and cater for the needs of EAL/D learners.

In the last week of each term, the EAL/D teacher collapses the team teaching component of the program in order to meet with classroom teachers. During this time, the EAL/D teacher works collaboratively to plan teaching and learning programs and assessment activities for students.

## ESL PROGRAMMING

EAL/D teachers at Rainbow Street Public School use the ESL Scales along with other resources such as the ESL Steps and NSW English K-10 syllabus when planning and programming for EAL/D students. Content in the NSW English Syllabus is clearly linked to the ESL Scales to support teachers when programming for EAL/D learners.

EAL/D students require support in learning the English language in order to access and demonstrate their understanding of curriculum content. Differentiation and adjustments of teaching and learning activities for EAL/D students is vital and will be evident in both the New Arrivals Program and collaborative teaching programs. Scaffolding is essential for EAL/D students as it allows EAL/D students to complete tasks that they would not be able to complete independently. Scaffolding can be in the form of controlled support, guided support or independent support for students.

Further information about the EAL/D resources such as the ESL Scales and ESL Steps can be found at https://detwww.det.nsw.edu.au/multicultural/resources/index.htm#ESL_education

For more information about controlled, guided and independent support please see *English As An Additional Language Or Dialect Advice for Schools 2014, p. 31.*

## EAL/D REPORTING AND COMMUNICATING WITH PARENTS AND CARERS

According to 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. *(English As An Additional Language Or Dialect Advice for Schools 2014, p. 38)*

EAL/D teachers at Rainbow Street Public School use the ESL Reporting Scale to report on EAL/D students' achievement and progress in learning English. LBOTE students who receive direct support from the EAL/D teacher will be provided with an EAL/D report in addition to the report they receive from their class teacher. The EAL/D report will provide parents will information about their child's ability to function effectively in English in a wide range of situations, their skills in listening, speaking, reading and writing in English, their confidence and self-esteem and personal comment about their overall progress.

## *REFERENCES*
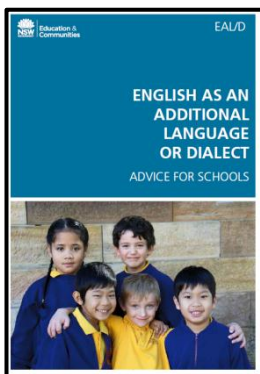


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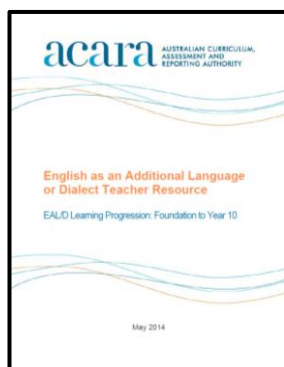


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