NSW Department of Education Procedures for Supporting Students from Backgrounds where English is an Additional Language (EAL/D)

At Illaroo Road Public School we acknowledge the importance of effectively supporting our students from backgrounds where English is an additional language (EAL/D).

- EAL/D learners are students whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency. They 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.

- They need to simultaneously learn English, learn in English and learn about English in order to successfully participate in informal social interactions as well as more formal and academic contexts. EAL/D programs need to be able to cater for the diverse range of English language learning needs of all EAL/D students.

EAL/D learner phases

- In NSW government schools, EAL/D students are identified as being in one of four phases within the *EAL/D Learning Progression*: Beginning, Emerging, Developing or Consolidating. This process allows teachers to identify levels of EAL/D need, and schools to use the number of students in each of the phases as a basis for determining priorities for allocating available EAL teacher support within the school.

- The time taken for a student 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 their 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.

Teaching and learning

- 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 teaching and learning focusses on students learning English in context and across the curriculum so that they acquire the English language skills relevant to each content area. For this reason, EAL/D specialist teaching needs to be integrated as far as possible within different subject areas, so that students are supported to learn the specific language, including the vocabulary, text types and communication modes that are appropriate and necessary for different disciplines and curriculum areas.

- EAL/D pedagogy encompasses teaching strategies and considerations that teachers can use to cater for the specific learning needs of EAL/D students in their classrooms. Teachers 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 frontloading, message abundancy and scaffolding, and by stressing the importance of oral language. Teachers should also understand the importance of cultural

capital, of maintaining first language competency and develop understanding about second language acquisition.

- In order to effectively support the needs of targeted EAL/D students in learning 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 identify target curriculum outcomes and learning goals. Unpacking the language learning demands for EAL/D learners means identifying the requirements of tasks, the language processes and the types of texts students are required to respond to and produce in a range of subjects.

Differentiation for EAL/D learners
- Differentiation for EAL/D learners refers to the design of classroom content, processes and products to be inclusive of the unique cultural and English language needs of EAL/D learners.

- Scaffolding, 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 (Hamond 2001), is an effective strategy to 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 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, providing models to support learning, arranging opportunities for practice and feedback, ensuring language is used in context and creating opportunities for oral interaction.

Collaborative planning
- EAL/D support is most effective where EAL/D and classroom teachers are able to work together. This may be done through collaborative or team teaching programs or, where that is not appropriate or possible, through the joint development of programs that provide explicit language learning support in the context of the curriculum.

- EAL/D specialist teachers work with class teachers to identify specific language skills and knowledge EAL/D students need to participate in learning activities.

- Backward mapping from an assessment task helps 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 the knowledge and language skills that EAL/D students need to be able to access the curriculum. Specific aims and outcomes of these units can be formulated by identifying the gaps in knowledge and skills between what students can do and the curriculum outcomes and language demands of classroom activities.

- For further information about supporting EAL/D students go to https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/eald_advice.pdf