English as an Additional Language (EAL)

Purpose

The purpose of this policy is to ensure that English as an Additional Language (EAL) speakers receive the appropriate learning support to meet their unique needs. EAL students require support to build their English language skills to effectively communicate in their school life and as a member of the wider community. At DCPS we recognise that 60% of our families have English as an additional language and have a variety of experiences, strengths and deficits in using English. We endeavour to support our students to develop their communicative and academic language skills.

Aim

- To provide relevant support for EAL students to enable them to reach their highest competency in English
- To enable EAL students to reach their full potential in English communication, developing purposeful means of interaction within the wider community
- To enable EAL students to reach their full potential and experience success within the classroom
- To support teachers with skills, resources and planning to enable them to support EAL students within their classroom.

Guidelines

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

Born in Australia or Overseas

Students may have been born in another country where English is not the first language, or they may have been born in Australia to families that speak a language other than English in their home.

At any Year Level

Students may begin their schooling in Australia in Foundation or may have arrived in Australia recently and are beginning in years 1 - 6.

With or Without Previous School Experience

Students may have extensive experience in formal school settings, particularly if they have recently arrived in Australia and are in the upper years of primary school. However, some students may have little or no previous schooling experience. This also applies to Foundation students who may or may not have attended any education institution prior to commencing school.

Without English Language Experience

Students who do not speak English at home as their first language, may not have English modelled for them correctly and consistently. They may not have had some experiences, such as going to the beach, forest, zoo, city, outback etc. that their similarly aged peers have had, which can have an effect on students' language comprehension.

As refugees, migrants and generational immigrants

Students and/or their families may have experienced some major life changes when coming to Australia such as leaving behind family members, moving house, changing jobs. These changes can be (though not always) traumatic or upsetting and can also affect students whose families moved before they were born. These changes may or may not affect a student's learning.

EAL at Davis Creek Primary School

Catering for the language and literacy development of EAL learners is a long-term, shared school and community commitment. This means that EAL learners and their families are acknowledged, included, and are encouraged to be active participants in the school community.

Davis Creek Primary School
- Understands that a range of abilities may occur within any one classroom.
- Is committed to being culturally aware and resolving issues accordingly.
- Understanding that gaps in a student's learning experience can exist within any one strand of the curriculum.
- Understands that extrinsic and intrinsic motivations are factors in the successful acquisition of English.
- Understands that different education systems value different styles of learning.
- Is committed to developing out professional knowledge and practice to support EAL students and community.
- Focuses on developing content-based language experiences where students learn new content and concepts and as a result learn the associated learning.

This means:
- targeted intervention programs are provided for students with the greatest learning needs
- all teachers are aware of the learning needs of the EAL students
- strong EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices
- EAL learners' progress is evaluated and reported against the EAL standards in the EAL Developmental Continuum P – 10.

Staff roles in EAL provision

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

Leadership team - The Principal and school leaders:
- Actively promote a culture that values diversity and ensures that intercultural perspectives are incorporated into all aspects of school life
- Encourage home–school partnerships and parent engagement

- Ensure that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated and individual student needs are identified
- Ensure interpreters are used to obtain accurate information about the learner from parents and that all staff can access interpreter resources
- Communicate data to curriculum leaders and classroom teachers ensuring they have access to information about their students that is relevant to the teaching and learning program
- Work with the leadership team to analyse school data related to EAL learners and its implications for whole school provision
- Ensure policies and learning programs consider the needs of EAL learners
- Provide opportunity for the EAL Leadership to build teacher knowledge and capacity
- Provide opportunities for Professional Learning to be ongoing and highly valued
- Ensure the initial enrolment process is followed by the administration team.
- Keep calendars up to date with local, global, religious and cultural events to be addressed through whole school events, including managing the organisation of said events.

The PLC Leaders:
- Ensures that learning programs consider the needs of EAL learners
- Develops an approach that promotes access to the curriculum for all students including EAL learners
- Builds teachers' knowledge of the explicit literacy and language demands of the different subject areas (for example, when teaching measurement what literacy and language demands are placed upon the learner?)
- Supports teachers in using assessment information to scaffold students' learning in literacy and language
- Works closely with teachers to ensure consistency and clarity in (particularly EAL) instruction.
- Works with curriculum leaders, wellbeing leader and intervention leader to implement appropriate programs, EAL assessment and reporting
- Works with the leadership team and intervention leader to analyse school data related to EAL learners and its implications for whole school provision.

EAL Coordinator/Learning Specialist
- Builds staff capacity in using appropriate assessment and teaching strategies for EAL learners
- Will be well-informed of the latest information in the EAL field and share this with staff as appropriate
- Work with curriculum leaders, wellbeing leaders and PLC leaders to implement appropriate programs, EAL assessment and reporting
- Work with curriculum learning specialists to identify (language and literacy demands of the content) specific EAL considerations or teaching approaches
- Work with the leadership team to analyse school data related to EAL learners and its implications for whole school provision

- Work with AP's & LS's to develop and implement the school's student assessment and induction program and relay this information to the child's classroom teacher and parents.
- To monitor and support students who have exited the school's intervention program
- Development, recording and keeping whole school assessment and tracking documentation (in particular assessment that allows students to express their understandings)
- EAL leader to work directly with students who are deemed as "new arrivals" or low in oral language development

Class Teachers, Intervention Teachers and Support Staff

- Communicate regularly with one another about students' progress and performance.
- Communicate regularly with EAL leader
- Use appropriate assessment and teaching strategies for EAL learners
- Attend professional learning opportunities and implement applicable strategies in the classroom.
- Record student progress according the EAL Curriculum
- Plan student goals according to EAL Curriculum
- Be committed to the idea that all students can achieve their own personal best and maintain high expectations of all learners
- Know their students and families; where they are from, what language/s are their preferred, student interests and best way of contacting and communicating with families
- Specifically plan for and meet the needs of EAL Learners through differentiation
- Have an understanding and working knowledge of the EAL Curriculum and current evidence based practice
- Inform parents of student progress in EAL as well as in the learning areas other than English
- Provide opportunities for all students to share the diversity of their experiences.

In addition, intervention teachers provide specialist programs that increase students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream and EAL Curriculum

Review Cycle

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