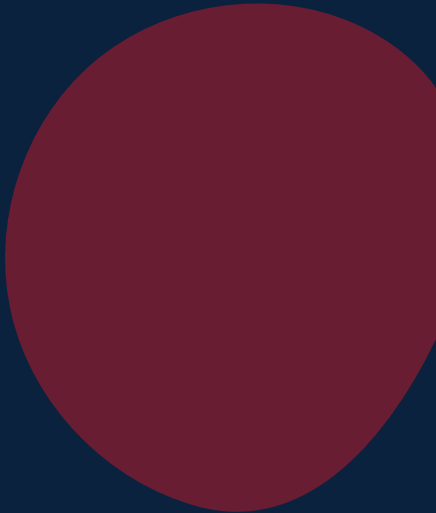


**DAVIS CREEK
PRIMARY SCHOOL**

**Language Policy
Established 2022**



Davis Creek Primary School Language Policy

DCPS Mission Vision Values

Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners and leaders who strive to achieve their personal best.

Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide excellence in teaching and learning in a safe, inclusive and supportive education environment.
- develop a professional learning community that is focused on continuous improvement of teaching and learning. Collaboration will support all students to achieve their personal best.
- flourish as caring and respectful individuals who display compassion and empathy and develop authentic relationships.
- be engaged, empowered and energised learners who demonstrate a high level of agency and efficacy so that they can be successful learners and leaders.
- develop positive and genuine partnerships with parents, carers and the wider community, striving to achieve the best possible outcomes for students.

Objective

Davis Creek Primary School's objective is to;

- provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment.
- create a positive culture of inclusion through developing an understanding and respect of different cultures and beliefs.
- develop curious, critical and creative learners who actively engage and feel empowered to acquire the knowledge, skills and attitudes to make a positive difference to themselves, others and our community.
- make learning visible. Learning progressions are displayed in 'learner friendly' language to help our learners know how am I going? Where am I going? and where to next? By making learning and progress visible we empower both our learners and their parents.
- demonstrate agency through provision of opportunities that provide for student voice, choice and ownership with their learning.
- develop positive and genuine partnerships with our local community, so we are partners in learning and striving to achieve the best possible outcomes for students.

Values

C.A.R.E



CURIOSITY



AGENCY



RESPECT



EXCELLENCE





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with Issues and Ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Beliefs about Language

IB Beliefs

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO 2005-2022)

“The development of language is fundamental to the instinctive human need to communicate. Language learning includes the development of the home and family languages, the languages of the school, additional languages and the development of literacy. This is integral to exploring and sustaining cognitive and personal development and cultural identity. Language learning and teaching are social acts, dependent on relationships with the self and others, with context, with the environment, and with the world.

The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of “communicator”, as well as in the IB’s approaches to learning.

Through an IB education, PYP learning communities use language to build a better and more peaceful world. A culture of language learning is foundational to a PYP learning community. Language has the power to bring the learning community closer together and overcome boundaries. It excites and invites communication in many ways, supporting and strengthening relationships and the building of international-mindedness.

Language learning is located in both local and global communities. Students are able to flourish in an interconnected, mobile global community using technologies to communicate and sustain relationships. At the same time, they are rooted in local communities through cultural and linguistic knowledge and skills.” (Principles into Practice - Learning and Teaching - Language IBO 2019)

Davis Creek Primary School Language Philosophy

At Davis Creek we believe that language needs to be considered in terms of language learning, learning through language and learning about language. Language is central to learning and life thus all teachers are language teachers with a responsibility to create links between subjects, to create knowledge and understanding at a personal and global level and to facilitate communication. In accordance with these fundamental principles, we believe that language learning;

- enriches students intellectually, educationally, socially and culturally
- enables students to communicate effectively and appropriately within and across cultures
- helps students understand their own and others’ languages, therefore extending their range of literacy skills, including skills in English literacy - the language of instruction at Davis Creek Primary School.
- contributes to social cohesiveness through better communication and understanding
- supports and further develops the existing linguistic and cultural resources in our community
- enhances students’ cultural and intercultural awareness and understanding
- enables students to participate across the local, national and global communities
- enhances employment and career prospects for the individual
- enables students to further develop their cognitive abilities through thinking critically and analytically, solving problems and making connections with learning
- enables students to understand themselves and others, and to understand and use diverse ways of knowing, being and doing
- enables students to understand commonality and difference and perceive global patterns and connections
- contributes to our strategic, economic and international development

Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.



Davis Creek Primary School Language Philosophy – Cambourne’s Conditions of Learning

Honouring Brian Cambourne’s Conditions of learning means we must focus on the learner, and the strategies we are teaching them, so that they can use these in another context on another day. At Davis Creek P.S we believe in a constructivist view of learning in which learning is viewed as the process of constructing, de-constructing and reconstructing meanings while interacting and communicating with others.

Engagement	Immersion	Demonstration	Expectation
At DCPS, engagement is at the heart of student learning and evident when students believe they are capable of learning.	We believe in surrounding ourselves with interesting and high-quality exemplars to develop knowledge and skills in multiple and engaging ways.	At DCPS, we believe that teachers must explicitly model strategies to demonstrate metacognition to build student capacity to utilise metacognitive thinking independently.	At DCPS, we create environments in which all students experience success and view mistakes as opportunities to learn.
Responsibility	Approximation	Use/Practice/Employment	Response
At DCPS, teachers structure classroom experiences to ensure all students have opportunities to engage in decision making to develop as self-regulated, responsible learners.	At DCPS, we recognise the importance of approximation as a form of risk taking, when exploring or attempting to learn something new.	At DCPS, we believe in providing genuine talk time for students to ensure they are given the opportunity to practice their evolving language independently and with peers.	At DCPS, we believe honest and timely feedback is a crucial component of communication between students and teachers, and we can support our students by providing them with explicit and direct feedback regularly.

<p>Transformation - At DCPS our students are empowered to make meaning for themselves which means we actively create opportunities for students to talk about their learning to lead to deeper meanings and transcend the immediate learning situation.</p>		<p>Discussion/Reflection At DCPS we believe thinking becomes deeper and ‘of a higher order’ when we discuss and reflect on our efforts independently and with others.</p>
	<p>Four Processes that enable the conditions to learn</p>	
<p>Application At DCPS, we believe that oral language allows students to apply their learning through intentional opportunities that encourage collaboration.</p>		<p>Evaluation - At DCPS, we believe self evaluation is important, and we reflect on both our own learning, what we learn and how we learn (learning process).</p>

Language Terms

The **language of instruction** is the language in which most of the curriculum is taught, which at DCPS is English.

Additional language study refers to the languages taught at the school in addition to the language of instruction through the specialist program which at DCPS is Japanese.

EAL stands for English Additional Language and refers to students who are learning English as an additional language to that of their Mother Tongue(s).

Mother Tongue refers to the native language of an individual. Whilst this generally describes the language most frequently spoken at home there may be occasions where more than one language is used comfortably and interchangeably within home and community settings.

Language Profiling

Enrolment

At Davis Creek Primary we establish profiles of students and families upon their enrolment and gather data on the specific language backgrounds and needs of students and families. For EAL students we seek reports from previous educational institutions, e.g. Western English Language School. We also conduct our own testing. An EAL profile is then developed by the classroom teacher in consultation with leadership. The role of the EAL profile is to provide classroom teachers with useful information about a student's proficiency and needs in relation to the school's language of instruction and ongoing mother tongue needs. Students who have been identified to have insufficient proficiency to enable them to access the curriculum are placed on the EAL continuum for both the purpose of teaching, assessing and reporting. Students identified as EAL and in need of additional instruction to that of the main classroom instruction are included in the school's intervention program. These students work one on one or in a small group with a trained staff member to enhance their language skills and language learning. This is assessed on an ongoing and needs basis.

Language Profile of DCPS

- English is the language of instruction at Davis Creek Primary School and students take Japanese Language as a language in addition to the language of instruction. Japanese is taken once a week for one hour by all students from years F-6.
- Davis Creek Primary School is a diverse and culturally rich community. The predominant cultural groups within the school are Indian 43%, Pakistan 10% and Australian 9%. (2021 stats – enrolment of 580 students)
- The current student body as at 19.10.22 is 850 students, of these student's majority come from a non-English speaking background, speaking predominantly their mother tongue(s) in their home environment. Most of the students were born in Australia, they are first born generation Australians with their parents having been born overseas and immigrating to Australia. There are some students at the school who were born overseas.
- Parent Body birth rate; 43.35% born in India, 10.43% born in Pakistan, 5.2% born in Bangladesh, less than 10% born in Australia (New Zealand, Nepal, Philippines, Ethiopia) (2021 stats – enrolment of 580 students)
- 59% of the student body are deemed to be EAL for funding and reporting purposes. (2022 stats – enrolment of 850 students)
- The home languages spoken by children at the school are Spanish, Bosnian, Pashto, Dari, Persian, Aarabic, Kannada, Malayalam, Tamil, Telugu, Bengali, Gujrati, Hindi, Nepali, Punjabi, Sindhi, Sinhalese, Urdu, Indonesian, Tagalog, Filipino, Chinese, Oromo, Somali, Swahili, Amharic, Dinka, Kikuyu, Krio, Tigrinya, Samoan, Tongan. (2022 stats – enrolment of 850 students)



- Davis Creek Primary has a staff of 77 made up of teachers, principal class and education support staff. The staff population are majority Australian with some diversity in cultural backgrounds including, English, Irish, Mauritian, Lebanese, Laos, Korean, Italian, Greek, Indian, Filipino. All staff speak English and roughly 15-20% speak an additional language. (2022 stats – enrolment of 850 students)

Additional Language Study

Additional Language Study

All students from Foundation to Year 6 learn an additional language to the language of instruction through the school's specialist program. The language taught and offered to all students in the PYP is Japanese.

The students participate in a specialist Japanese class once per week for one hour. The Japanese teachers make connections with the programme of inquiry and classroom teaching to further support the learning of Japanese within the curriculum from a transdisciplinary approach.

Mother Tongue

At DCPS mother tongue language development is actively supported and encouraged by all members of the school community. We recognise that a solid foundation in a mother tongue language strengthens the learning of a second language. We believe that the mother tongue language development is crucial to maintaining cultural identity and emotional stability. We acknowledge and value the role of parents as their child's first teachers of language and the importance of language learning from birth. The school is committed to developing partnerships with parents through community engagement to enhance the language skills of the parent community to support our parents as the first teachers of language. The community hub plays an important role in supporting the local community with the development and acquisition of language. School resources are continually being developed to support, including; library books in mother tongues, bilingual books, classroom signage in mother tongues and the use of the school community to support in the introduction of unit vocabulary, basic phrases and greetings. The school has a student representative council which plan and run an event each year to celebrate and recognise the diversity of mother tongues within the school community.

Aspects of Language taught across the curriculum and by all teachers

Oral Language

Oral language encompasses all aspects of listening and speaking. Opportunities for learning about and through oral language occur in all areas of the curriculum. Students are provided with authentic opportunities to develop their skills. These include assemblies, student representative council and student leadership, open days, The Exhibition, school productions, specialist/single subjects, incursions and excursions, lunchtime clubs and a range of classroom learning experiences. The Performing Arts specialist/single subject play a large role in the language development of students. Assessment of speaking and listening is completed in a range of contexts linked directly with the units of inquiry.

Oral Language also considers a child's vocabulary. When students start to read, they begin to acquire a reading vocabulary consisting of words they automatically recognise and understand. They also begin to use words as they compose written texts thus developing a writing vocabulary. Vocabulary can be described as the list of all the words a person knows. Vocabulary knowledge consists of the following:

- words used when speaking or writing
- words understood when listening
- words that can be decoded and understood when reading
- words automatically recognised and understood when reading (sight vocabulary). (WA First Steps)

Children need to be given opportunities to develop their world knowledge and vocabulary through a wide range of real and vicarious experiences, which evoke discussion. These experiences may include television, DVDs, film, print, digital articles, photos, excursions, incursions and shared experiences.



Teachers should continue to model and use rich and interesting language to their students. For example, when reminding a student that he didn't **quite close the door**, ask the student to close the door because it is ajar.

Visual Language

The receptive process of viewing and the expressive process of presenting are closely connected. Students are provided with learning experiences across the curriculum to develop their ability to understand how images and languages interact to convey ideas, values and beliefs. The ICT resources used at the school (iPads, interactive whiteboards and TV's) support the students in engaging with a variety of visual texts. Learning to interpret, understand and use different media are invaluable life skills.

Written Language

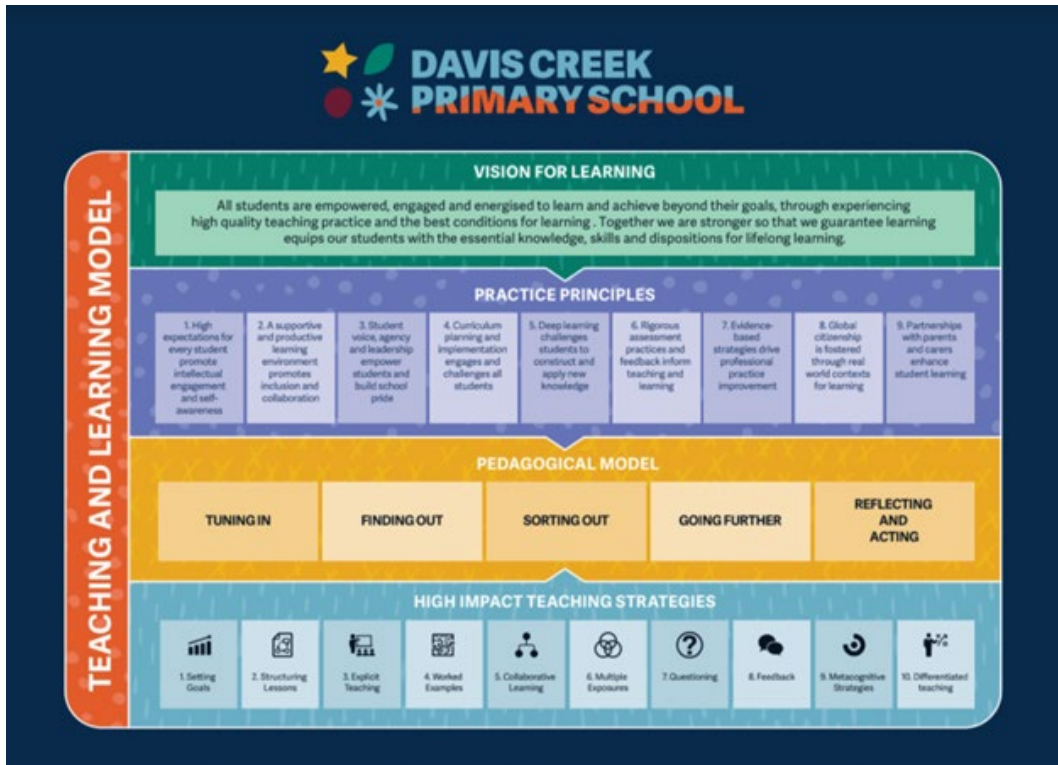
Reading is a developmental process that involves constructing meaning from text. Children learn to read by reading and as such the school delivers a daily Readers Workshop which follows the school's instructional model for the explicit teaching of reading. Through language experience, modelled reading, shared reading, interactive reading, guided reading, reciprocal reading, partner reading and independent reading learners engage with appealing texts appropriate to their experiences and developmental phase. The PLC's work together to use data to inform the teaching and learning within the area of Reading instruction. The school uses the benchmark assessment system to monitor and record student achievement and progress in reading. The school uses common formative assessment tasks as an ongoing assessment tool to inform the planning for learning.

Writing enables people to communicate meaning and intention to an audience. Children learn to write by writing and as such the school delivers a daily Writer's Workshop which follows the school's instructional model for the explicit teaching of writing. Through seed development, modelled writing, shared writing, interactive writing, conferencing, focus group writing and independent writing learners work to construct a variety of written pieces and understand the mechanics of writing. Regular writing moderation at a whole school level takes place within the school year. Common formative assessments, anecdotal notes and writing conference indicator cards are utilized by PLC's to plan for learning in the area of writing.

Teaching and Learning Model

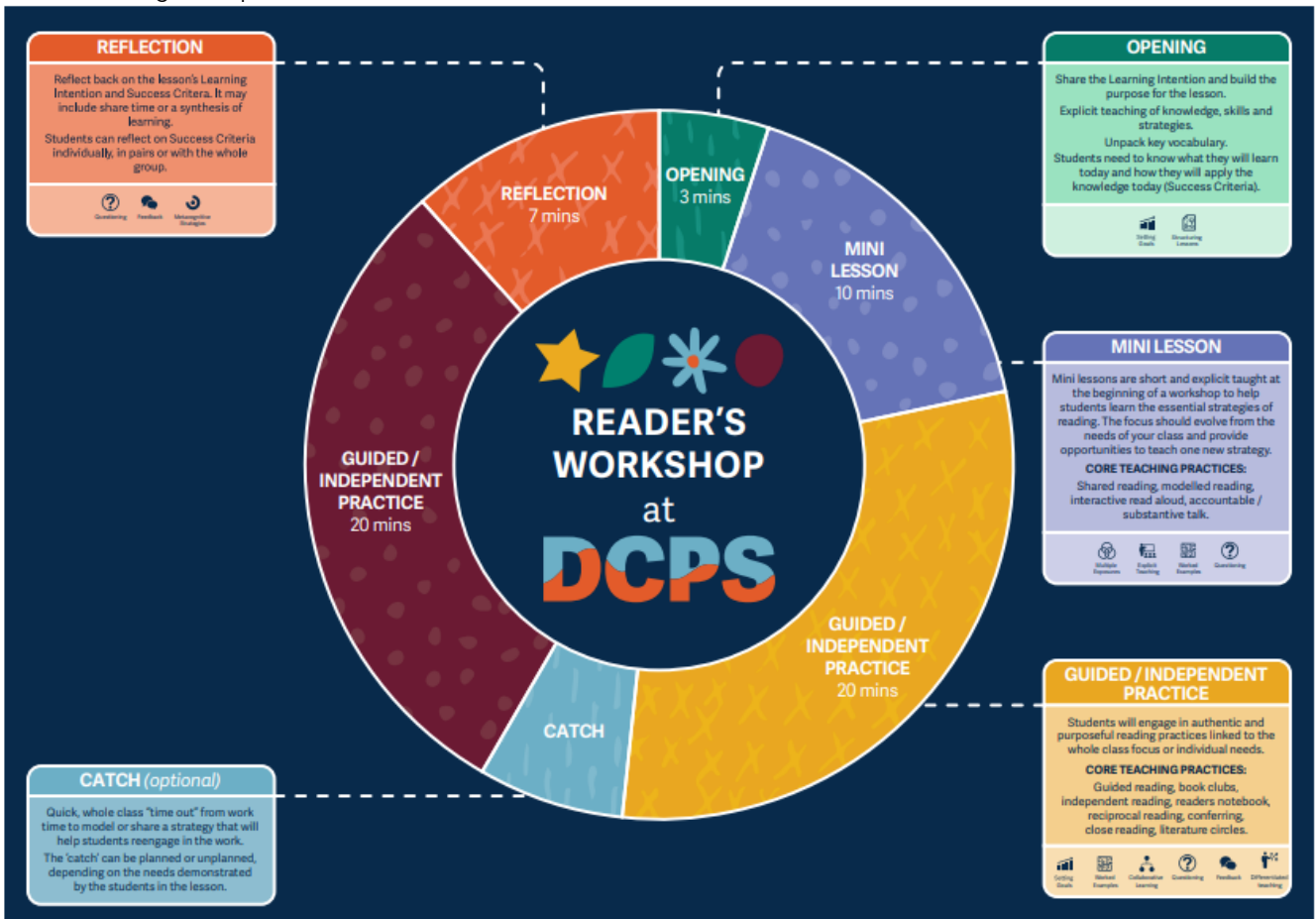
Our teaching and learning model at Davis Creek Primary School articulates a clear vision that all students are empowered to learn and achieve when they experience high quality teaching practices that are differentiated for their specific needs. The pedagogical model aims to foster student inquiry. We take a structured approach to inquiry learning where the high impact teaching strategies are embedded strongly through the inquiry process.



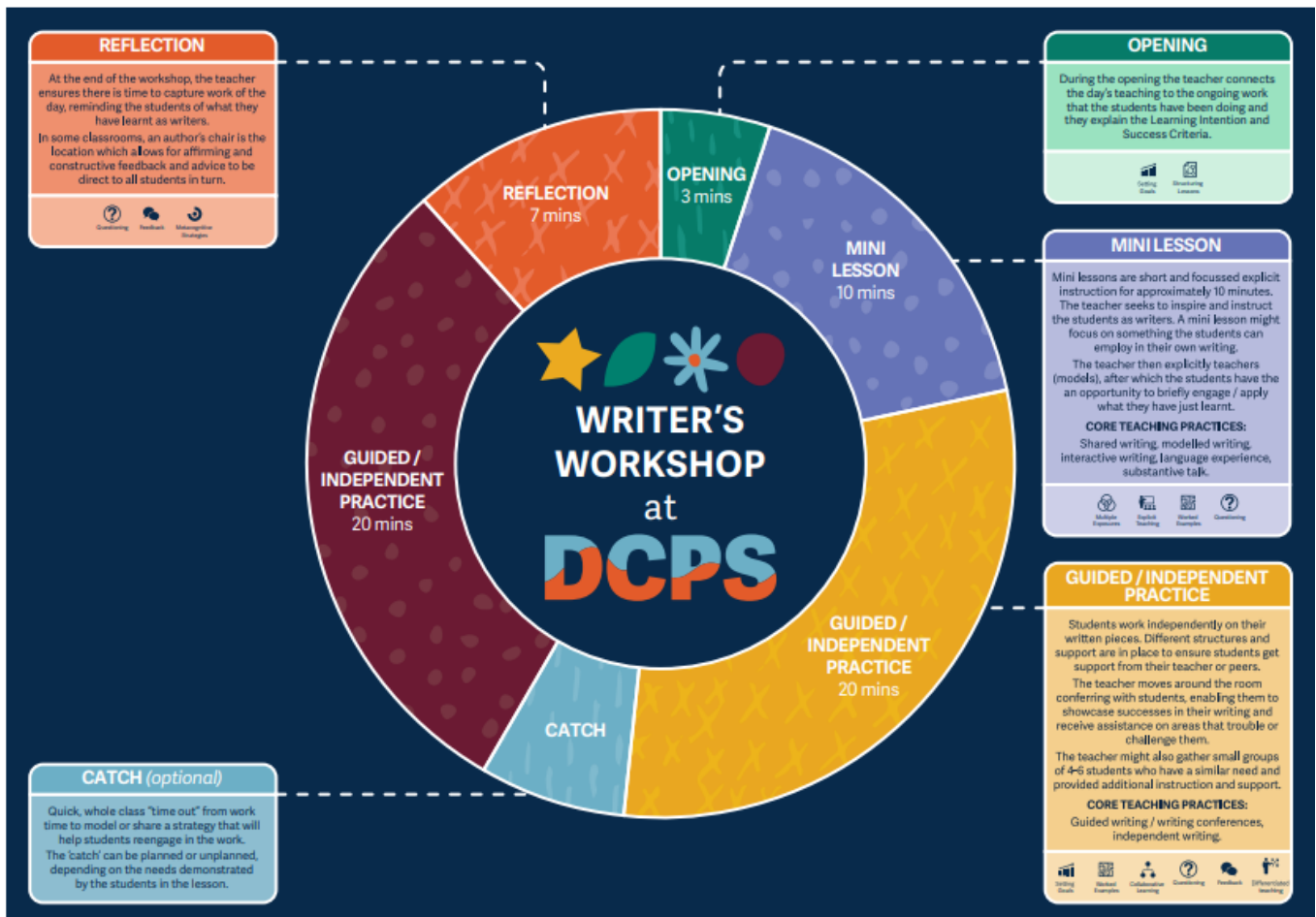


Instructional Model

The DCPS Reading instructional model was developed in consultation with the Literacy School Improvement Team, utilising best practice research.



The Writing Instructional Model has been developed to mirror our Reading Instructional Model.



All of this work within the Readers and Writer's Workshop is supported by planning for student learning using the schools Essential Learnings.

Essential Learnings

Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the *ways of working*, and *knowledge and understanding* that students need for ongoing learning, social and personal competence, and participation in a democratic society.

The Essential Learnings provide:

- clarity for teachers about what to teach
- assurance for teachers that the essential elements of each Victorian Curriculum Learning Area are being addressed, and that our students are learning what the wider community values

The Essential Learnings inform curriculum planning. They constitute a rich set of learnings: an agreed core (not a minimum requirement) that students are able to access.

Home Learning

The language development of students is supported through the home learning program in place at all year levels. Nightly reading is an expectation in all year levels. This is monitored by teachers and supported at home by parents. In the younger years F-2 high frequency word work is also sent home as well as occasional supplementary writing or language practice. In the older years 3-6 a homework program is set weekly which supports the ongoing language development of students in a home and school partnership.

Support for students with an additional need

Classroom strategies

In keeping with the school's inclusive model of supporting children with special educational needs students are supported within mainstream classes. The PYP is an inclusive programme for all students inclusive of their additional educational needs and they are supported to engage with the programme. Classroom teachers and specialist/single subject teachers employ a variety of strategies to support students with an additional need, including but not limited to;

- Individual Education Plans
- Visual Timetables
- Alternative communication methods
- Communication aids such as iPad's and computers
- The development of and use of sensory regulation tools
- Individual Education Support from an Education Support Staff Member; education support staff members receive ongoing professional development focussed on supporting the additional educational needs of a number of children at the school. Family partnerships are also integral to this.

Specialised Staff

The school employs a Speech Therapist and an Occupational Therapist on a part time basis. They work closely with the classroom teachers to identify, observe and support students with an additional language need. They also attend Case Management meetings to discuss the support and management of students with an additional need.

The school also employs intervention teachers who uses the Fountas and Pinnell Levelled Literacy Intervention Program for at risk students in regards to language and literacy learning. The school intervention teachers work with individuals and small groups of children who have been identified at risk with their language learning, with a particular focus on reading development.

Library

The library is the centre of the school and plays a vital role in the implementation of the programme and the development of language across the school. The library has a fulltime library technician and part time library assistant. The library houses a variety of resources that are continually being added to and expanded upon to support the teaching of the units of inquiry and single subject areas. The students access the library during their weekly scheduled time and can also access the library outside of this time as needed. The library is located in the administration building and also hosts parent workshops, staff planning meetings, student lunchtime support space and other school events.

Each classroom also has a classroom library resourced with books to support the language learning of the learners within the class.

Acknowledgements and Sources

Source; Guidelines for developing a school language policy – IBO 2008

Source; PYP Language Scope and Sequence – IBO 2018

Source; Principles into Practice – Learning and Teaching – Language – IBO 2019

Source; Davis Creek Primary School Staff Handbook – 2022

Source; Davis Creek Primary School Literacy Handbook – 2022 [Link](#)

Source; Davis Creek Primary School Writing Non-Negotiables – 2022

Acknowledgment; Davis Creek Literacy Community of Practice Team – 2022

Supporting Document: Davis Creek Primary School Student Wellbeing and Engagement Policy

Appendix A; Davis Creek Primary School EAL Policy



Appendix A: EAL Policy DCPS, 2022

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.

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 to 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.

Every member of our school has a role to ensure that students have the necessary support and environment to achieve at their personal best. These roles and responsibilities are outlined in [our school EAL policy](#). It is an expectation that each staff member is aware of this and ask for any clarification or support from our school leadership, PLCs or to the EAL coordinator.

DCPS has a [structured process](#) to ensure that EAL students are identified and supported. If you have new EAL students to your classroom who are not currently being supported, then please follow our school process to ensure that this is managed effectively.

