CLEMTON PARK PS

EAL/D Policy

Reviewed March 2017

Rationale:

The teaching of English as an Additional Language or Dialect is designed to meet the linguistic and educational needs of students whose first language is a language or a dialect other than the Standard Australian English. Whether born in Australia or overseas, these students require additional support to assist them to develop English language proficiency. It is also concerned with ensuring equity for these children with the premise that such students need specific assistance to develop the necessary language skills for an effective education.

Outcomes:

All students whose first language is not English are assisted to become competent enough in English so that they can take an effective part in mainstream Australian social and educational activities and also participate in the wider context of society. Research indicates that it takes up to two years for a newly arrived EAL/D student to be fluent in Basic Interpersonal Communication Skills (BICS) and five to seven years to develop Cognitive/ Academic Language proficiency (CALP) with EAL/D specialist support.

Guidelines:

- The school's yearly EAL/D allocation is determined according to:
o the number of students identified as coming from a Language Background Other than English (LBOTE)
o the age of the students
o their length of residence in Australia
o accurate and completed EAL/D student data in ERN based on the EAL/D Learning Progression
o the completion of the school's EAL/D Annual Survey and EAL/D New Arrivals surveys
- EAL/D positions cannot be used to lower the established student/teacher ratio.
- Programs should focus on academic language acquisition and learning across all curriculum areas.
- The cultural understandings, values and specific celebrations of EAL/D students will be valued, discussed and integrated into the program, encompassing all the diverse customs of each culture.

Overview of EAL/D Progression:

Progression	Description
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.
Beginning English	students with some print literacy in their first language. This may include Kindergarten students who are born in Australia.
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 competence with academic language.

Implementation:

- The role of the EAL/D teacher is to implement the EAL/D program in collaboration with other teachers.
- EAL/D teaching focuses on students learning English in the context of the curriculum they are studying so that they acquire the English language skills relevant to the subject area.
- Emphasis will be placed on the development of communication skills with the premise that language is learned through use.
- Targeted areas of English include: speaking and listening, reading and viewing, writing and representing as outlined in the English Syllabus.
- EAL/D students will be taught in a variety of situations, including:
  - o integrated teaching
  - o parallel teaching
  - o team teaching
  - o group/withdrawal lessons
  - o individual assistance