

	<p>Carlton Gardens Primary School  <b>English as an Additional Language (EAL) Policy</b></p>	<p><b>Authorisation</b>  2018  <b>Review</b>  2021</p>
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**Purpose:**

To develop communication and academic language skills for English learners to enable them to engage in the school setting and their wider communities.

**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.

**Basic Principles of second language acquisition/learning (Yule, 2016):**

- Acquisition is the gradual development of ability in language by using it to communicate naturally with others who know the language
- Learning refers to understanding the language according to its features, rules, grammar pronunciation etc.
- Acquisition is most successful when interacting and using the language with native speakers. Students develop a general proficiency through this experience.
- L2 (second language) is a very different experience from L1 (first language) development, and often L2 will not be as effective as a native speaker in all areas.
- Often L1 features can take over learning of L2, with a loss of flexibility and openness, especially around the time of puberty.

**The school's role is to:**

- Assess new arriving EAL students, to find their entry level of learning and provide shared learning experiences and continue to build on them.
- Ensure that students understand the support that CGPS provide for them.
- Provide opportunities for comprehensive output in real life situations.
- Recognise that students need to be encouraged and adequately supported to become independent in literacy and numeracy.
- Provide communicative approaches where the functions of the language are emphasised instead of the features of language.

**Factors affecting the learners:**

Many students begin school with minimal or no exposure to English, whether born overseas or in Australia to parents with language backgrounds other than English. Therefore, some students have schooling equivalent to that of their peers in English, but with little or no exposure to English. Other students may have had disrupted education or experience learning difficulties. Some students may have experienced trauma of varying nature, which may have a significant impact on their learning.

Other language acquisition barriers of different types exist, and must be recognised; including but not limited to

- o Being self-conscious, unwilling and embarrassed
- o Varied levels of motivation – instrumental (to achieve a goal) and integrative (social purposes)
- o Transfer – Using sounds, structures and knowledge from first language

**The school:**

- Understands that a range of abilities may occur within any one classroom.
- Is committed to being culturally aware and resolve 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.
- Focuses on developing content-based language experiences where students learn new content and concepts and as a result learn the associated learning.

### **Guidelines for student identification:**

EAL students will be identified through a formalised process that prioritises students requiring communicative English. Through assessment, teachers will:

- Within two weeks of arriving at CGPS identify F&P instructional reading level, analyse and annotate at least one writing sample, or refer to EAL teacher for a communicative assessment
- Determine proficiency in English using a list of documented indicators.
- Create a student profile, considering key points in cultural, educational and first language proficiency.
- Pursue further assessment that involves compiling information on an anecdotal and observational level.

### **Implementation:**

Carlton Gardens Primary School provides a whole school approach that focuses on program options and a school organisation that facilitates effective EAL teaching and learning. The latest DEECD directives are incorporated into the program.

#### **1. Teaching**

The teacher will facilitate an inclusive educational setting that promotes excellence in teaching and learning and professional practice.

#### **The role of the EAL coordinator will include:**

- Developing an EAL Assessment Schedule – dependent on level of English proficiency.
- Facilitating different methods of teaching students - withdrawal program, parallel teaching, team teaching and grouping students with similar needs
- Ensuring EAL activities are available for teachers to integrate into their classroom programs.
- Provide required support evidenced by assessment results
- Provide Professional Development to staff to ensure they increase their skills and confidence in teaching EAL learning within the classroom environment
- Provide support to classroom teachers, to facilitate considered and supported planning for EAL learners
- Interpret assessment data to plan for future lessons

The ultimate responsibility for the student lies with the classroom teacher. However, the EAL coordinator will liaise between parents, teachers and students as required. As well as this, planning programs that are age appropriate, link in with class programs and are meaningful and well resourced are important aspects of the coordinator's role.

#### **2. Teaching strategies and curriculum**

As part of the whole school approach to inquiry learning, a focus on the development of critical thinking skills will be incorporated into the EAL classroom-learning environment. An inclusive curriculum that is readily accessible to all students and links in to the EAL Continuum will underpin teaching and learning.

Strategies:

- Inclusion of the latest educational directives into the program based on current research and theories
- Use of ICT.
- Language experience, content and inquiry based learning
- Planning focussed on the language learner
- Classroom teachers liaise with EAL coordinator regarding
  - specific students, their achievements, goals and concerns
  - teaching strategies to best support English learners
  - Assessment and reporting (see below)
- The EAL coordinator will work with current skills and research, to develop and deliver lessons to support competence in communicative and academic English as required.

### **3. Assessment and reporting of language development**

Students who are showing literacy learning as a result of second learning, that falls 6 months below standard on the Victorian Curriculum in at least two areas of Reading, Writing or Speaking and Listening, will be marked on the EAL continuum and will receive an EAL report.

Within the first two weeks of arriving at CGPS, classroom teachers will have

- Completed and analysed F&P reading assessments at an Instructional Level
- Completed and analysed a piece of student writing marked against TEAL assessment writing criteria
- Spoken with EAL coordinator for new arrivals who are non-communicative or who would suit the EAL withdrawal program, for further assessment with the EAL teacher.

Other assessment/reporting methods:

- Parent/teacher interviews, with access to a translator when required
- EAL students midyear and end of year results for Speaking and Listening, Reading and Writing, will be assessed against the EAL Continuum rather than the Australian Curriculum
- Access to information available to parents regarding the EAL program and their students' involvement
- Relevant information translated in the native tongue of students and their families, through translation services as required.
- Teachers moderate student writing and are supported by EAL coordinator in the moderation process
- Teachers liaise with EAL coordinator to ensure each student is placed on the correct progression point against the continuum.
- Students who are involved in the EAL program with the EAL coordinator will receive an additional comment on their report

### **4. Role and responsibilities at the school level**

- School staff and EAL coordinator will support EAL learners within the classroom and in withdrawal programs. Beginning classroom teachers will be supported by EAL coordinator and experienced staff to develop the appropriate skills to plan and deliver effective lessons, which cater to EAL learners.
- To develop an inclusive curriculum using a range of resources.
- To recognise and cater to the needs of a range of different cultural groups through the monitoring and modification of the curriculum.
- To seek Professional Development and support, and allocate time for internal Professional Development of all staff.

**Evaluation**

This policy will be reviewed as part of the school's three-year review cycle.