



English as an Additional Language (EAL) Policy

This policy should be read in conjunction with the Wyndham Park Primary School English Policy.

Rationale:

At Wyndham Park Primary School we recognize that students learning English as an Additional Language (EAL) may need targeted English language teaching, extra time, support and exposure to English before they can attain the expected learning outcomes described in the Victorian Curriculum English learning area.

Aims:

We strive to teach all our students to enjoy a variety of texts so that they will become independent, critical, life-long learners.

- 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 all areas of the classroom curriculum.
- To develop purposeful means of interaction within the wider community.

Basic Principles of second language acquisition/learning:

The EAL learners already 'know' a language; they know how to communicate and how to use language for social purposes. They know about learning a language and, depending on age and experience, may be literate in their first language.

Factors affecting the learners:

Some students may 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 chronological peers have 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.

The school is aware that:

- A range of abilities may occur within any one classroom.
- Ethnic based issues are addressed within the curriculum.
- That gap in a student's learning experience can exist within any one strand within the curriculum.
- A language background does not necessarily provide an understanding of instruction in English.
- The social standing of a student in the classroom, their self-esteem and peer interaction can impact on success.
- Self-motivation is a factor for the successful acquisition of English.
- Cultural belief systems have a role to play in successful learning outcomes.

Implementation:

1. Role and responsibilities at the school level

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

- Teams of teachers will plan for and implement a sequential and organized Foundation to Year 6 program based on the Victorian Curriculum and the EAL continuum. School staff will support EAL learners within the classroom.
- Learning opportunities will be structured to cater for the identified needs of each student, developing an inclusive curriculum using a range of resources.
- To recognise the needs of a range of different cultural groups through the monitoring and modification of the curriculum.
- Access and use interpreters to support translation when appropriate.
- The ultimate responsibility for the student lies with the classroom teacher. However, the EAL Coordinator will support teachers and ensure that the school is well- resourced with EAL appropriate materials and professional learning for staff. Provision of resources will be targeted to meet the learning needs of students at different stages of their development. A range of learning and teaching resources will be provided to assist teachers in supporting students from language backgrounds other than English (EAL)
- The EAL Coordinator role will be to work with the Western English Language School (WELS) to ensure students are transitioning between both schools smoothly.
- The EAL Coordinator will be allocated the responsibility of overseeing and resourcing the EAL program across the school. This will include developing targeted EAL based professional learning for staff and support from outside agencies such as LMERC and Foundation House.

2. The role of the Multicultural Education Aide (MEA):

MEAs are employed by schools to support EAL learners, their families, and the families of other students who require language assistance when communicating with the school. The MEA's skills in a language or languages other than English enable them to act as a bridge between the school and families. They can also contribute to making the mainstream curriculum more responsive to Victoria's rich cultural heritage and diversity.

MEAs are able to assist with:

- effective communication between students and teachers in the classroom
- integrating EAL learners into school activities by helping them to understand school expectations and goals
- assisting teachers to understand the home cultures and the expectations families have of the school and of education in general
- assisting newly arrived families to settle into the school community.

3. Teaching strategies and curriculum

As part of the whole school approach to teaching and learning, an inclusive curriculum that is readily accessible to all students and links in to the EAL Continuum will underpin teaching and learning.

Strategies:

- Withdrawal of students with similar needs, into small focused groups in Student Support Programs for additional support (eg Levelled Literacy Intervention, Letters and Sounds program etc.)
- Inclusion of the latest educational directives into the program.
- Use of visual supports and ICT

4. Assessment and reporting of language development

EAL reports will be linked with the class reports as directed by DET guidelines.

Other assessment/reporting methods:

- Parent/teacher interviews with interpreters to translate
- EAL students midyear and end of year results for literacy, will be assessed against the EAL Continuum rather than the Victorian Curriculum

- A range of formal and informal assessment strategies (for, as and of learning) in various context will be used. These will be used to measure student progress and identify individual student learning needs. The WPPS assessment schedule will outline the formal assessment tools to be used.
- Individual Learning Plans (ILPs) will be developed for students who are performing significantly below and above their appropriate learning benchmark/s. Intervention and extension will be available, when possible for children who have been identified as most in need of additional assistance.

Resources:

- The **English as an Additional Language (EAL) Developmental Continuum P–10** provides evidence- based indicators of progress, linked to practical teaching strategies to support the assessment of EAL students and the development of effective learning programs for the many students in Victorian schools who are learning English as an additional language.

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/pages/default.aspx>

- Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language (TEAL)
<http://teal.global2.vic.edu.au/>

Evaluation:

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

Date Implemented	
Author	Curriculum Committee
Approved By	School Council
Approval Authority (Signature & Date)	21 March 2016
Date Reviewed	
Responsible for Review	
Review Date	
References	