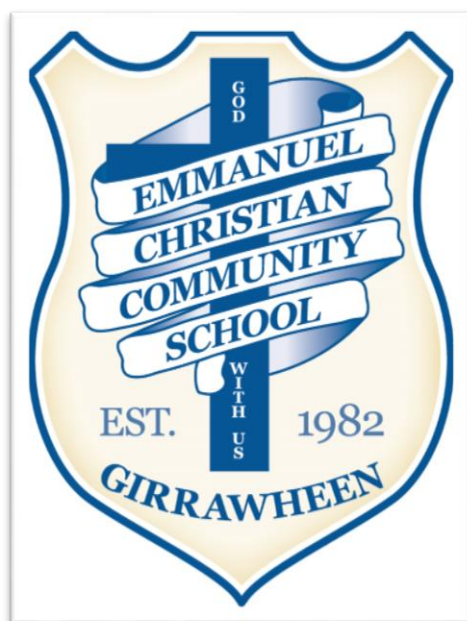# English as an Additional Language/Dialect Policy

'The School is committed to safeguarding and promoting safety, welfare and wellbeing of children and young people and expects all staff and volunteers to share this commitment.'

VISION

"Through the teaching of God's Word we will bring people to Christ and help them to grow in Him"

Policy document information

Policy Name	English as an Additional Language/Dialect Policy
Supervisor	Jenny Thomas- Senior Staff
Other Policy Relationships	• Child Protection • Disability Discrimination • Duty of Care • Assessment Policy • Inclusive Education • Literacy Policy • Numeracy Policy • Melbourne Declaration on Educational Goals for Young Australian • WA Australian Curriculum K-10 Syllabus **Support materials:** This policy should be read in conjunction with the *English as an Additional Language or Dialect (EALD) Progress Map produced by the Western Australia Education Department.(2015)* • A guide to teaching, learning, monitoring and assessment of English as an additional language/dialect students. • Early Childhood Kindergarten to Year 2 • Middle Childhood Years 3 to 6 • Secondary Years 7 to 12 Legislation: • *Education Act 2004* (ACT) • *Discrimination Act 1991* (ACT) • *Education Services for Overseas Students Act 2000 (Cwlth)* • *Health Records (Privacy and Access) Act 1997(ACT)* • *Human Rights Act 2004* (ACT) • *Human Rights Commission Act 2005* (ACT) • *Human Rights and Equal Opportunity Commission Act 1986* (Cwlth) Amended 2009 • *Racial Discrimination Act 1975* (Cwlth) • *Racial Hatred Act 1995* (Cwlth) • *Privacy Act 1988 (Cwth)*
Audience	All Staff of Emmanuel Christian Community School

Key Dates

|	
Date of issue	August, 2015
Date reviewed	February2016
Date set for review	2017
Date Submitted to the School Board	March, 2016
Date reviewed	July, 2017
Date reviewed	April, 2018

INTRODUCTION

Emmanuel Christian Community School is committed to maintaining a ministry, work and student environment that manifests Christian relational values and practices.

Emmanuel Christian Community School is located in a low socio-economic area in the northern suburbs of Perth. More than seventy per cent (73%) of our student population is from an English as Additional Language or Dialect background or Language Background Other Than English (LBOTE). Our statistics at present are:
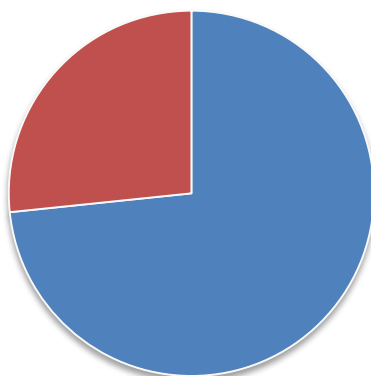
SCHOOL POPULATION: 521 (2018)

LANGUAGE BACKGROUND OTHER THAN ENGLISH (LBOTE) : 245

AFRICA	94	28%
ASIA	104	31%
SOUTH-NORTH AMERICA	7	2%
EUROPE	121	37%
ABORIGINALS	7	2%
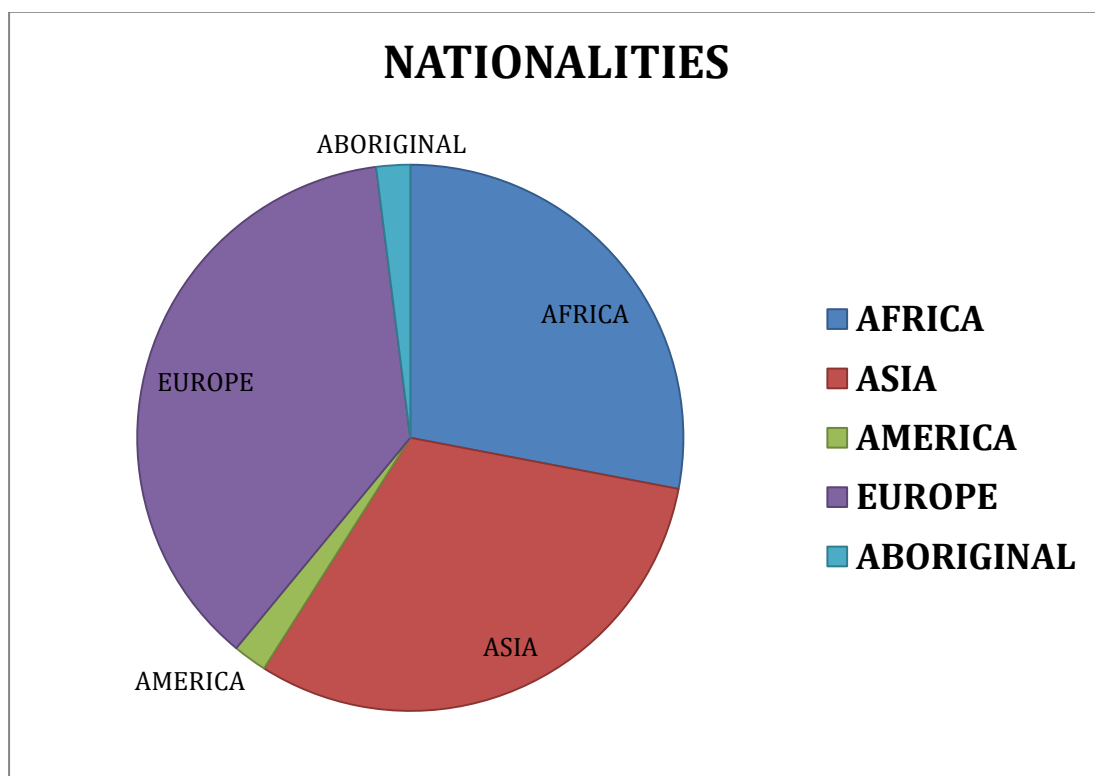
SCHOOL POPULATION

LBOTE – 73% 314 STUDENTS
SCHOOL POPULATION : 431 STUDENTS

 Our school has experienced all the highs and lows involved in accepting and catering for the needs of each wave of immigration to Australia as it has impacted directly on our school community. From the early 1980's with the arrival of Vietnamese children, then Burmese, followed by Romanian and South American children up to the most recent arrivals from Africa.

 English as an Additional Language or Dialect (EALD) learners have the right to equality of access to the school curriculum in a productive learning environment that is respectful of students' different cultures, experiences and learning needs.

Emmanuel will ensure inclusive education teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures.
Students who are learning English as an Additional Language or Dialect will be provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
Emmanuel will provide specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse background.

Emmanuel Christian Community School expects every classroom teacher to become familiar with the use of The English as an Additional Language/Dialect (EAL/D) Progress Map - a Western Australian planning, monitoring and assessment tool for all students requiring support in developing Standard Australian English (SAE) who come from culturally and linguistically diverse backgrounds whether arriving from overseas or born in Australia, including Aboriginal and Torres Strait Islander students.

PURPOSE
Based on current research into additional language/dialect acquisition, the EAL/D Progress Map acknowledges that EAL/D students develop SAE along different pathways and at varied rates. These rates of progression are organised through the phases in language learning development: Beginning, Emerging, Developing and Consolidating.

EALD/D PROGRESS MAP   ABORIGINAL EAL/D
DEVELOPMENT OF SAE ACQUISITION

Inclusion and acknowledgement of students' home language and cultural differences into the teaching and learning program will enhance their motivation to learn and develop bidialectal or bilingual competency. Aboriginal students who speak Aboriginal languages, Aboriginal English and/or creole (Kriol or Torres Strait Creole) may experience challenges similar to other EAL/D students when learning SAE as a additional language/dialect.

BEGINNING	EMERGING	DEVELOPING	CONSOLIDATING
Student is new to learning SAE and becomes aware that Aboriginal English and creole are different from SAE. • may speak one or more traditional languages as well as Aboriginal English • may not learn and use SAE just by being exposed to it. Student needs to develop awareness of dialect similarities and differences to be able to codeswitch effectively from one dialect to another • may be learning vocabulary and sounds different from the home language vocabulary, sounds and concepts • may have experienced difficulties with schooling in the past • may find the demands of the classroom, school or teacher different from those of their family/cultural life • may have had very limited exposure to literacy in the home/community • competent communication skills in Aboriginal English may prevent students from recognising the need to learn the different conventions of SAE.	Student recognises that Aboriginal English and creole are different varieties of language from SAE and is exploring the differences between them. • benefits from hands-on, experiential learning to reinforce new technical vocabulary and SAE concepts • becomes aware of different basic SAE registers, appropriate listening behaviours and expectations in SAE contexts, along with the use of codeswitching • requires support and time to develop academic language and use of formal registers • will benefit from using the home language during learning tasks as part of an inclusive two-way learning program • needs the home language to be acknowledged and respected to help develop code-switching, and bilingualism/bidialectism.	Student understands the differences between Aboriginal English, creole and SAE and can code-switch between them effectively in most social and learning contexts. • continues to rely on a well-structured, supportive language-learning environment • requires ongoing support to understand the differences at all levels of language in SAE and Aboriginal English • has a well-developed understanding of colloquialisms and idioms • is increasingly aware of differences in cultural expectations and behaviours • continues to need support with the development of more specialised and formal academic language • continues to rely on the language structures and cultural understandings of the home language to make meaning of SAE • needs to maintain the home language to gain greater understanding and control over code-switching.	Student has bilingual/bidialectal competence and code-switches automatically between SAE and the home language in a wide range of social and learning contexts. • has a well-developed understanding of colloquialisms and idioms in both SAE and home language but may still find academic language and concepts challenging • benefits from explicit teaching of SAE structures and conventions • understands the differences in cultural expectations and behaviours • benefits from using the home language to ensure the continuing language/ concept development and communication of personal experiences or ideas.

EAL/D PROGRESS MAP   STUDENTS WHO HAD   SUPPORT FOR EACH LEVEL
LIMITED SCHOOLING   OF LANGUAGE

ACQUISITION

Limited-schooling students are new to learning in and about English; they may have experienced interrupted periods of schooling and may have little or no literacy.

BEGINNING	EMERGING	DEVELOPING	CONSOLIDATING
The student • is learning English for the first time, with little or no foundation in continuous, formal education • can speak one or more languages or dialects other than English, but has no or little experience with print literacy in any language • might have limited experience with using drawing and writing implements • needs to develop understandings about Australian school culture and the language and behaviours needed for social and educational interaction in SAE • could be overwhelmed, tune out and avoid tasks that require a response • may become frustrated and angry and loses concentration, with information overload • needs to develop trust, and a sense of belonging before becoming empowered to control own learning.	**The student** • may require targeted support to access language and content due to the increased academic demands of the curriculum • may encounter difficulty attributing meaning to academic language with no prior experience in specific academic fields • can become disengaged if the learning program loses relevance for them • may become frustrated with the difficulty of putting a message into print if previously able to communicate through oral language effectively.	**The student** • may become frustrated if not able to connect new language to prior knowledge or experiences • might appear to plateau as the breadth and depth of language expands • could need extra time to assimilate new understandings • may experience strain and lack of concentration • may have difficulty remembering newly-taught information that contains new language • could experience a second silent period while acquiring new concepts and adjusting to a more formal register of language.	**The student** • may have developed competency in SAE in a wide range of social and learning contexts • continues to require EAL/D support to access the growing academic demands of the curriculum • benefits from using home language to communicate and clarify increasingly dense abstract technical vocabulary and academic language.

The EAL/D Progress Map is aligned to the Western Australian Curriculum and applies to all learning areas. It takes into account approaches to teaching, learning and assessment at a national level correlating to the Australian Curriculum, Assessment and Reporting Authority (ACARA) English as an Additional Language or Dialect Teacher Resource.

The purpose of the EAL/D Progress Map is to:
• respond to and represent all EAL/D students in Western Australia positively and equitably
• identify EAL/D students who require EAL/D language support from Kindergarten to Year 12
• describe student progress across listening, speaking, reading and viewing and writing modes in four phases of schooling – early childhood, middle childhood, early adolescence and late adolescence
• acknowledge the existing language skills and abilities of EAL/D students
• assist teachers to plan meaningful teaching and learning programs
• provide explicit information for teachers to make accurate judgements about EAL/D student progress and achievement in learning SAE (Standard Australian English)
• provide an effective and valid means of reporting EAL/D student proficiency in SAE.

Reporting to parents:

The EAL/D Progress Map is the most appropriate assessment tool for EAL/D students and is underpinned by additional language learning principles. For EAL/D students to achieve success in learning SAE across the curriculum, they need ongoing explicit language support over time, in different contexts. Teacher judgements should be made across a range of contexts to monitor student progress.
It is important that the teachers have discussions with parents about the use of the EAL/D Progress Map for assessment and reporting purposes.
Variations to the standard reporting template should be documented if parents agree to reporting using the EAL/D Progress Map for English.

STANDARD AUSTRALIAN ENGLISH LANGUAGE ACQUISITION

Beginning	-new to learning SAE, observes and becomes familiar with SAE and the Australian schooling context. (Progress Map Levels 1 & 2)
Emerging	-begins to develop understandings of SAE with some application to learning contexts. (Progress Map Levels 3 & 4)
Developing	-demonstrates greater control and independence in understanding and use of SAE in most social and learning contexts. (Progress Map Levels 5 & 6)
Consolidating	-competent SAE user in a wide range of social and learning contexts. (Progress Map Levels 7 & 8)

MODE OVERVIEW

- Determine student's initial level of SAE language acquisition.
- The mode overview is a synopsis of the broad scope of the language modes of speaking, listening, reading/viewing and writing, ranging across the beginning to consolidating phases of language learning development.
- This is a good starting point for planning an appropriate EAL/D teaching/learning/assessment program.

ASSESSMENT POINTERS

- Refer to the assessment pointers for fine-grained descriptions of observable student learning behaviours in each language mode which informs teacher judgements.
- Students may demonstrate different levels of achievement in each mode (eg level 2 for writing and level 3 for speaking).

IMPLEMENT PROGRAM

- Implement appropriate EAL/D teaching/learning strategies across the curriculum.
- The EAL/D teaching, learning and assessment model provides the ideal structure to show how modelling, scaffolding and supporting enhance independent language learning.
- Refer to the appropriate level (Early Childhood / Middle School or Secondary years) approaches to teaching and learning for suggestions.

ASSESSMENT

- Refer to the observation guides and the assessment pointers for determining student placement.
- Use samples of student work in all modes to assess performance in SAE.
- Assessment types may include but are not limited to written/recorded/drawn samples, computer-generated texts, group work and performance observation.

STUDENT ACHIEVEMENT

- In order to achieve a level in a mode students should demonstrate achievement across a range of tasks and contexts in that mode.
- Determine an EAL/D level for each of the four modes.

REPORTING TO PARENTS

- The EAL/D Progress Map report template is available to provide an alternative to or supplementary information to the mainstream English report.
- There are short level descriptions which can be included on the final report.
- Translated letters to Bands for parents explaining the EAL/D Progress Map report will be available.

MAINSTREAM ASSESSMENT

- EAL/D students will continue to require ongoing monitoring of SAE acquisition using the EAL/D Progress Map.
- The consolidating levels complement mainstream teaching, learning and assessment as SAE acquisition is still continuing.

ORGANISING EAL/D STUDENT SUPPORT

Then implementation of EAL/D student support is influenced by the number of EAL/D students, their level of English language proficiency and timetable constraints.

The process outlined is a general overview of EAL/D student support.

1. Identify EAL.D student and their needs

⬇

2. Determine priorities. Differentiation or Multi Age Group

⬇

3. Negotiate with the staff members for appropriate model of program organisation.

⬇

4. Allocate EAL/D time according to needs.

⬇

5. Review/discuss the progress each term or according to need

EAL/D PEDAGOGY – DIFFERENTIATION

EAL/D pedagogy encompasses teaching strategies informed by theories and principles that teachers can use to cater for the specific learning needs of EAL/D students in their classrooms.

Teachers should begin by identifying their students' level of English language proficiency and become familiar with their students' cultural understandings. By making learning intentions and success criteria explicit, teachers can build shared knowledge using a range of strategies including scaffolding and recognising the importance of oral language. Teachers should also understand the importance of cultural capital, of maintaining first language competency and have an understanding of second language acquisition.

Differentiation

EAL/D students have the same capacity to understand curriculum content as other students; however they require support to learn the English language needed to access curriculum content and demonstrate their understanding. To support EAL/D learners, teachers need to identify the language demands of learning tasks while still maintaining the integrity of syllabus content.

Differentiation for EAL/D learners refers to the design of classroom environment, curriculum content, processes and products to be inclusive of the unique cultural and English language needs of EAL/D learners.

EAL/D PROGRESS MAP – REPORTING NOTES TO PARENTS

Emmanuel Christian Community School has chosen the following format to report to parents as an additional report to the mainstream English report.

Your child is continuing to learn English as a Second Language or Dialect. Achievement in Learning Standard Australian English (SAE) is reported against the English as an Additional Language or Dialect Progress Map.

Your child's achievement is reported in the four language modes of *Listening, Speaking, Reading and Viewing, and Writing.* A **tick (√)** is placed against the level achieved.

Comments provide information about your child's progress and areas for further development. Please take the opportunity to arrange a meeting with your child's teacher to discuss this report.

Interpreters can be arranged if required.

EAL/D PROGRESS REPORT

English as an Additional Language or Dialect Level Achieved	1	2	3	4	5	6	7	8
Listening								
Speaking								
Reading and Viewing								
Writing								

Comments:

Student achievement:

1a/1b New to Standard Australian English (SAE): The student is new to English and new to school in Australia.

2.   Beginning SAE: The student is beginning to understand and use short, simple English sentences.

3.   Experimenting SAE: The student is gaining confidence in using English to understand, read and write simple words and sentences of their own.

4.   Developing SAE: The student is beginning to use English for academic purposes.

5.   Extending SAE: The student is using English in different subjects and situations.

6.   Consolidating SAE: The student is gaining confidence and skills in using English in different subject areas and social situations.

7.   Control of SAE: The student is more independent in using English for social and academic purposes.

8.   Content in SAE: The student confidently uses English independently and competently in all situations.

# POPULATION & DEMOGRAPHICS

ENGLISH AS AN ADDITIONAL LANGUAGE /DIALECT

POPULATION & HOUSEHOLDS

SUBURB	2016	2026	AVG ANNUAL CHANGE	HOUSEHOLDS
GIRRAWHEEN	9147	10665	0.61	3477
KOONDOLA	4164	4514	0.07	1427
MARANGAROO	10947	10989	-0.40	3719
ALEXANDER HEIGHTS	7999	8298	-0.46	2775
DARCH	7805	9249	3.81	2314
LANDSDALE	3994	5510	8.70	3843

LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME (%)
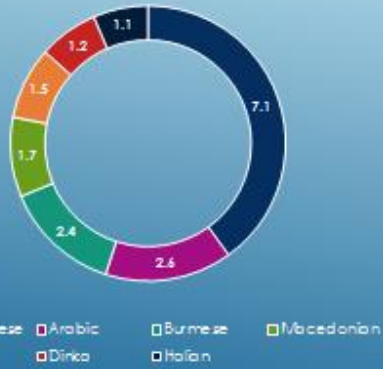
LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME (%)
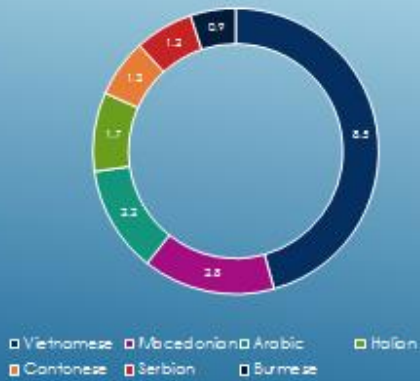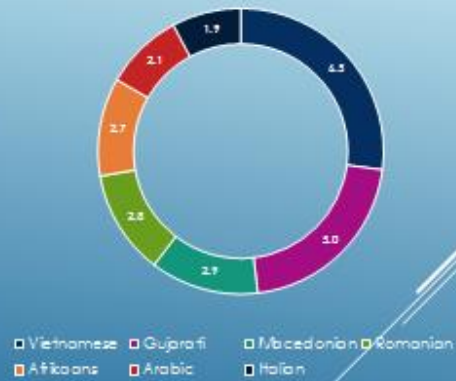
ALEXANDER HEIGHTS

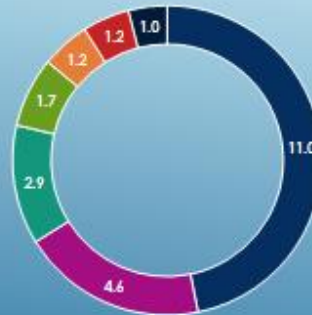| Important Statistics	Population 2016	Population 2036	Change 2016-36
	7,999	8,454	5.69%

GIRRAWHEEN

Important Statistics	Population 2016	Population 2036	Change 2016-36
	9,147	12,410	35.67%

BECOMING:
Service
Life Skills
Citizenship

BELIEVING:
Love
Grace
Discipleship

BELONGING:
Relationships
Identity
Safety

BEING:
Learning
Community