

English as an Additional Language Policy (EAL)

Rationale

All students, regardless of ethnic background, have a right to a relevant, worthwhile and comprehensive curriculum, which addresses their language learning needs. Students from a language background other than English have the right to have their first language and culture valued and accepted.

Aim

- To develop the student's ability to communicate effectively through speaking, reading and writing at the highest level of competence
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- To provide relevant support for English as an Additional Language (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 curriculum
- To develop purposeful means of interaction within the school and wider community.

Implementation

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 learner cohort at Kerrimuir Primary School. The following descriptions list responsibilities for each role.

Administration Staff and the Principal/EAL Coordinator

- On enrolment of a student, inform the EAL coordinator and provide a copy of the student's enrolment form.
- 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
- Once administration team has received copies of EAL student's file and official documents, copies of the most recent student report will be provided to the classroom teacher and EAL coordinator
- Organise interpreters (if necessary) for translations to obtain accurate information about the learner.
- Provide teachers with access to information about their students that is relevant to the teaching and learning program

- Provide teachers with the link to the EAL Developmental Continuum P-10
<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/default.aspx>
- Promote a culture that values diversity, which is incorporated into all aspects of school life
- Encourage home-school partnerships and parent/carer engagement.

Curriculum and Literacy Leaders

- Ensure that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking, listening, reading, viewing, and writing
- Develop an approach that promotes access to the curriculum for all students including EAL learners
- Build teachers' knowledge of the explicit literacy and language demands of their teaching areas
- Ensure that assessment in all learning areas is able to measure a student's capacity to engage with the literacy and language demands of the curriculum
- Support teachers in using assessment information to scaffold student's learning in literacy and language through the learning areas
- Build staff capacity in using appropriate assessment for EAL learners.

The Classroom Teacher

- Identify the language learning needs of EAL learners when planning activities across all areas of the curriculum
- Plan curriculum that takes account of the understanding that EAL students are acquiring English while learning how to read, write and speak at the same time
- Make the language and literacy demands required for success in each lesson explicit to all students
- Scaffold students' language and literacy through the curriculum by using EAL strategies and teaching approaches
- Develop classroom learning tasks that relate to and build upon the experiences that students bring to the learning situations
- Use visual prompts to facilitate discussions that deepen understandings and improve English language structures
- Use assessment strategies that allow all students to express their understanding
- Keep assessment records that indicate growth of understandings and skills
- Informs the Assessment/Reporting coordinator about students needing an EAL report

- Place students on an Individual Learning Plan (ILP).

Assessment and Reporting

- EAL learners who are 6 months or more behind in all areas of the curriculum will be placed on an EAL Report based on the EAL continuum until they reach 'At Level' achievement
- Parent teacher interviews will be conducted twice a year to review student progress.

Evaluation

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