



## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY – EAL

College council will review this policy every three years or as directed by DET

**Date approved:** March 2017

**Date of next review:** 2020

### RATIONALE AND PURPOSE

The effective teaching and learning of EAL students is dependent on the delivery of specialised EAL language support and the provision of support through all teaching domains. The goals for students learning English as an Additional Language are the same as those for mainstream English but the pathways to these goals are different. EAL students need targeted English language teaching and support to enable them to eventually meet mainstream English standards. EAL learners need to understand and express their understanding using English in all curriculum areas. It is important, therefore, that teaching programs in all domain areas are supportive of the needs of students still learning English.

### DEFINITIONS

#### **EAL Students:**

- come from a language background other than English;
- speak a language other than English at home;
- have been enrolled in an Australian school for less than 5 years; and
- attract Student Resource Package [SRP] funding based on length of time in an Australian school and their stage of schooling. To be eligible for a funded place in an EAL program the student must meet the appropriate visa, residency or citizenship requirements and be recognised as a minor who has arrived in Australia within 6 months prior to the commencement of the program.

See DET Newly Arrived Students document

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealnewstudent.aspx#link26>

#### **Multicultural Aides:**

Multicultural Education Aides assist with communication between the school and parents of EAL and non EAL students from language backgrounds other than English. They also assist these students in the classroom or on a one-to-one basis.

#### **Implementation:**

To support the needs of EAL students

- A specialist EAL program will be developed for students which reflect their needs at key points along their EAL pathway. The Year 7 to 12 programs will be based on the EAL Companion to the AusVELS and the EAL Developmental Continuum P to 10. This program will be developed following the guidance provided in the DET publication titled 'The EAL Handbook' 2016.  
<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf>
- EAL classes will be created at each Year Level on a 'needs' basis. The preference will be for EAL class sizes to be kept below the College average where reasonable and within resourcing constraints.
- Students will only be withdrawn from mainstream English;
- EAL will be incorporated into the standard timetable;
- The College will employ suitably qualified staff to deliver the EAL program;

- A transition and orientation program will be developed to meet the special requirements of EAL students.
- Extra support will be provided by multi-cultural aides.
- EAL students will have an educational assessment on arrival to Doncaster Secondary College to determine their learning needs.
- In Senior School, beginning Intensive Language students will enrol in a special program to develop their language skills, cultural familiarity and understanding of the Australian educational system.
- In implementing the intensive program the College will follow the advice outlined in the DET publication ‘Intensive English Language Program Guide’. The program will be regularly reviewed.
- From time to time, professional development programs will be delivered to staff to enable them to meet the special learning needs of EAL students. This will ensure that all teachers are aware of the learning needs of the EAL cohort.
- Strategies will be developed to communicate and engage with the parents or guardians of EAL students and to meet the welfare needs of these students.
- Interpreters will be used as required when working with parents or guardians.
- Learning programs in all learning areas will be 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.
- Domains and subject teachers will adopt a range of strategies, which, are focused on good teaching practices for all students. Examples of such practices include:
  - developing consistent approaches to teaching and learning in literacy and building increased awareness of existing language knowledge and understanding that pupils bring to lessons;
  - using speaking and listening strategies to develop subject learning;
  - planning for teaching and learning of subject-specific vocabulary;
  - developing active reading strategies to increase pupils’ ability to read for a purpose and engage with a variety of texts;
  - The College will liaise with DET and private provider Language Centres as required; and
  - Reporting of progress will be by the standard mechanisms used for the general student population.