NSW Department of Education

EAL/D advice for schools

NSW GOVERNMENT

© State of New South Wales (Department of Education), 2020

The copyright material published in this document is subject to the Copyright Act 1968 (Cth), and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education.

Copyright material available in this document is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence.

This licence allows you to:

- share - copy and redistribute the material in any medium or format
- adapt - remix, transform and build upon the material

for any purpose, even commercially.

Attribution should be given to:

© State of New South Wales (Department of Education), 2020.

Material in this document not available under a Creative Commons licence includes:

- the Department of Education logo, other logos and trademark-protected material
- material owned by a third party that has been reproduced with permission. Permission will need to be obtained from the third party to re-use its material.

If this document contains your work and you have any objection to such content, please contact legal@det.nsw.edu.au.

Effective EAL/D student support at a glance

School planning, assessment and reporting

- EAL/D student support is included in whole school planning, self-assessment and reporting.
- Expenditure on EAL/D initiatives, including the purchase of resources, additional support, teaching staff and professional learning is linked to the school plan.
- Information about the English language proficiency of students informs school planning.
- Students from refugee backgrounds are identified and their needs are supported appropriately.
- A member of the executive/ EAL/D teaching staff is nominated as the EAL/D supervisor.
- Staff capacity is developed through EAL/D specific professional learning.
- The EAL/D School Evaluation Framework is used to track, monitor and plan for school progress.

Administration

- Information about arrival date, first Australian school enrolment, language background, visa class and subclass is checked and accurately recorded in ERN.
- EAL/D learners' phases are recorded in ERN and updated every 6 months.
- The EAL/D Annual Survey is completed annually.

Teaching and learning

- EAL/D specialist teachers use the ESL Scales to identify EAL/D students' English language learning needs.
- All teachers of EAL/D students are able to describe the broad EAL/D learning progression phase for each of these students to identify student English language needs and to assist with maintaining EAL/D data on ERN.
- Teaching and learning programs are enhanced through differentiation to reflect the language learning needs of EAL/D students including those from refugee backgrounds.

Organisation

- EAL/D staffing allocations must be filled by qualified EAL/D specialist teachers where available.

© NSW Department of Education, Jul-20

- EAL/D teaching support is provided using one or more modes of delivery outlined in the EAL/D Advice for Schools.
- EAL/D program organisation provides time for EAL/D staff to conduct initial assessments, provide appropriate orientation for newly arrived EAL/D students and disseminate information to teachers about EAL/D students.
- EAL/D program organisation provides time for EAL/D staff to plan collaboratively with classroom teachers.

Communication

- Interpreting and translation service and materials are used for effective communication, consultation and engagement with LBOTE families and community members, as appropriate.
- Enrolment forms are provided in a range of languages.
- Parents of EAL/D learners receive information on their child's report outlining English language proficiency, progress and support.

Table of contents

EAL/D advice for schools 1
Effective EAL/D student support at a glance 3
Table of contents 5
List of tables 7
List of figures 8
Context 9
Key Policies 11
Key Policy and Resource Overview 11
Multicultural Education Policy 12
Who are EAL/D learners? 13
Aboriginal students 14
Newly arrived EAL/D learners 14
Students from refugee backgrounds requiring EAL/D support 14
International students requiring EAL/D support 15
High potential and gifted EAL/D students 16
EAL/D students with a disability 16
Second language acquisition 18
Conversational and academic language 19
Competency in first language 19
The importance of EAL/D support 20
School Planning, Practices and Processes 22
Evaluation and accountability 22
Roles and responsibilities across the school 23
Funding: Resource allocation for EAL/D students 26
Enrolment 30
EAL/D data collections 32
Organising EAL/D student support 34
EAL/D Modes of delivery 35
Curriculum, Assessment and Reporting 37
Curriculum and assessment 37
EAL/D Planning tools 38
ESL Scales 38
ACARA EAL/D Teacher Resource 39
IEP Curriculum Framework 41

© NSW Department of Education, Jul-20

ESL Steps 41
Planning using the ESL Scales, EAL/D learning progression and literacy learning progression 42
Henry Parkes Equity Resource Centre 44
Differentiating Assessment 44
Reporting to parents 46
Reporting on English language proficiency 46
Data informed effective classroom practice 48
Key principles for EAL/D teaching and learning 48
Language and context 48
Know your learner 48
Schema theory 49
Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) 49
Scaffolding 50
Utilising students' home language 51
Clarity and sharing purpose 51
Planning for teaching 52
Using student data in planning 52
EAL/D Pedagogy and effective teaching elements 53
Differentiation and scaffolding 54
Collaborative planning 56
Cooperative teaching 57
EAL/D pedagogy and practices 57
Professional Standards and Professional Learning 59
Teacher accreditation 59
The EAL/D standards elaborations 60
Higher levels of accreditation 60
Professional learning programs 60
EAL/D professional learning 60
New arrivals and refugee student professional learning 62
Anti-racism and multicultural education professional learning 63
Facilitator training 63
Courses from Aboriginal Education and Communities Directorate 64
Professional Associations 65
Learning Culture and Wellbeing 66
Supportive and safe learning environments 66
Personalised Learning Support 66

Anti-racism Education 67
Orientation program for New Arrival students (including students from refugee backgrounds) 67
Intercultural Understanding 68
Calendar for cultural diversity 68
Parent and Community Engagement 70
Engaging LBOTE parents in the school community 70
Interpreting and translation services 71
Interpreting 71
Translations 71
Community services and support 72
References and research 74
Index 77
Appendices 78
Appendix 1: Characteristics of the learner 78
Appendix 2: Reporting English language proficiency to parents: written reports 80

List of tables

Table 1 – time taken to develop academic language in English with EAL/D support (Thomas & Collier, 1997) 19

Table 2 – new arrivals support application process 28

Table 3 – average time to progress through the EAL/D learning progression phases 34

Table 4 – EAL/D co-teaching models adapted from Friend & Cook (1996). 35

Table 5 – examples of instructional EAL/D teaching modes 36

Table 6 – overview of EAL/D phases 40

Table 7 – types of scaffolding 55

Table 8 – a model of scaffolding 56

Table 9 – a glossary for EAL/D pedagogy and practices (Adapted from Teaching English Language Learners (TELL), 2013) 57

Table 10 – Standard 1 from the Australian Professional Standards for Teachers (NESA, 2018) 59

© NSW Department of Education, Jul-20

List of figures

Figure 1 – cultural and linguistic diversity in NSW government schools 2019 9

Figure 2 – alignment key to the EAL/D School Evaluation Framework and School Excellence Framework. 10

Figure 3 – stages of language acquisition (Haynes, 2007 & Ellis, 2008) 18

Figure 4 – BICS & CALP (Collins, 1981) 21

Figure 5 – documents required for enrolment in a public school 31

Figure 6 – organising EAL/D support 34

Figure 7 – planning using the ESL Scales, EAL/D Learning Progression, Syllabus and Literacy Learning Progression 43

Figure 8 – differentiated teaching and assessment 45

Figure 9 – allocating English language proficiency reporting responsibilities to teachers . 47

Figure 10 – how to identify EAL/D learners 81

Figure 11 – allocating English language proficiency reporting responsibilities 82

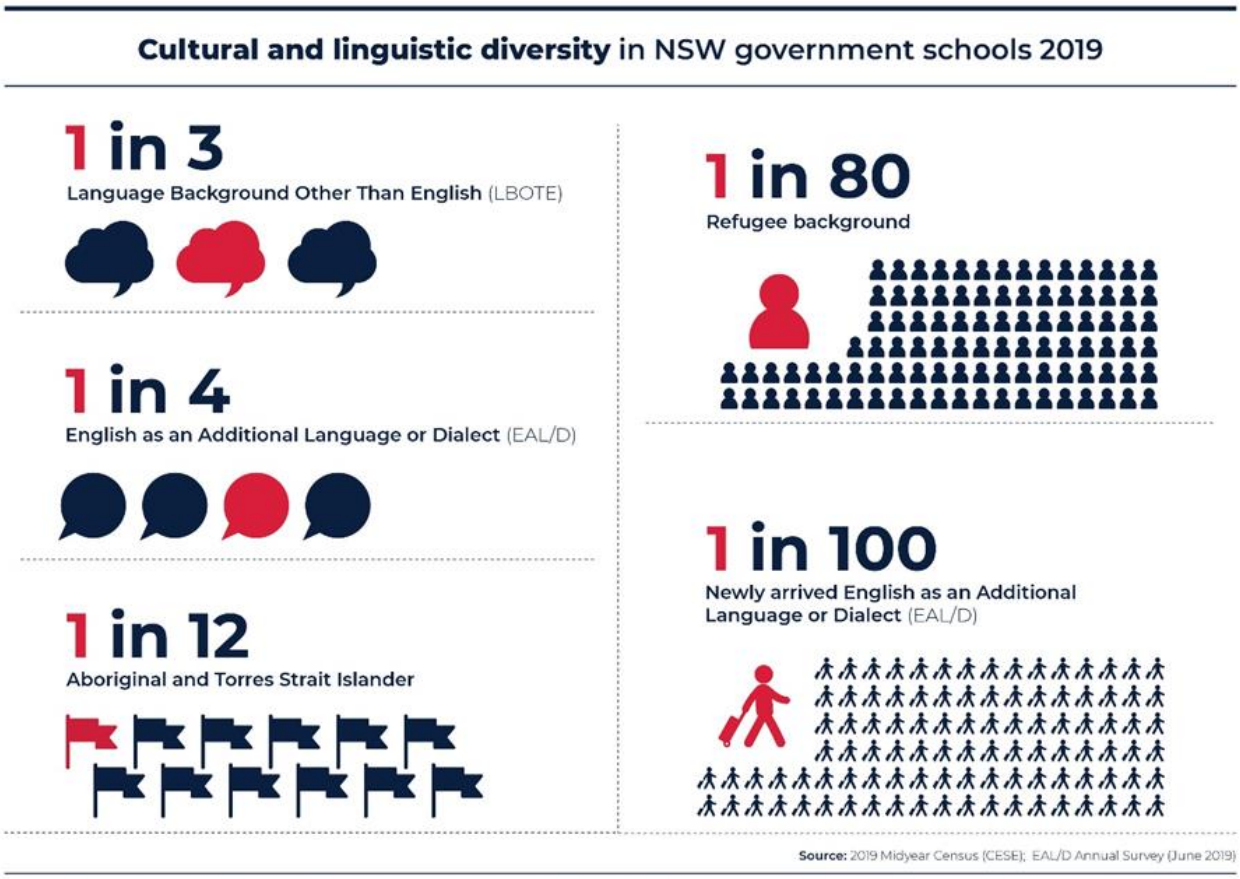
Context

The EAL/D Advice for Schools is an implementation guide for the Multicultural Education Policy. It has been aligned to the EAL/D School Evaluation Framework, and School Excellence Framework, to support schools to ensure that EAL/D priorities are easily embedded into school planning, processes and practices.

Proficiency in standard Australian English (SAE) is essential for success at school and for further education, training and employment for students who are learning English as an additional language or dialect (EAL/D). EAL/D support in schools aims to develop EAL/D students' English language competence across the curriculum, so that they can fully participate in schooling and independently pursue further education and training.

In NSW government schools, approximately 25% of all students are learning English as an additional language or dialect. More than 35% of students are from a language background other than English (LBOTE). There are approximately 11,000 students from refugee backgrounds in NSW government schools.

Figure 1 – cultural and linguistic diversity in NSW government schools 2019

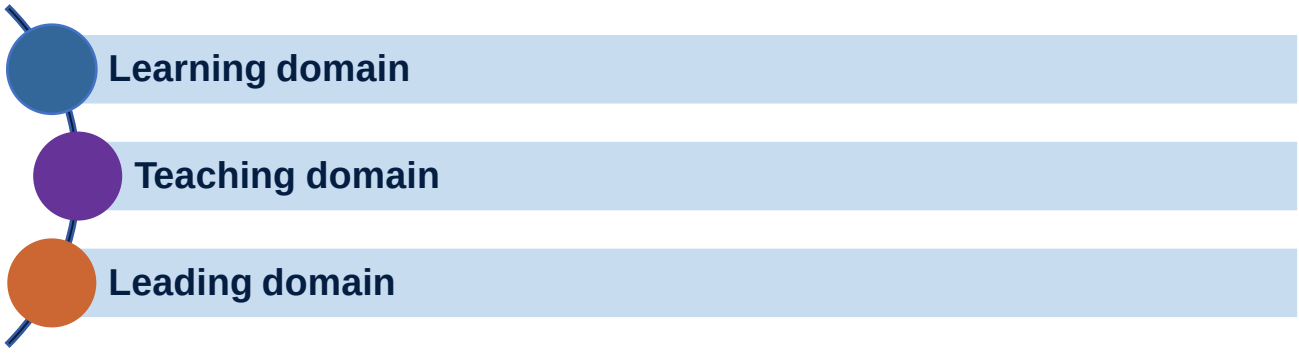


EAL/D student support is provided in primary schools, secondary schools, Intensive English Centres (IECs) and the Intensive English High Schools (IEHS). Specialist teachers deliver EAL/D education in a variety of ways to meet the diverse needs of EAL/D students

at different phases of learning English. This includes intensive and post-intensive English support for both newly arrived and continuing EAL/D students from Kindergarten to Year 12.

This document has been aligned to the EAL/D School Evaluation Framework. Aligning the EAL/D Advice for Schools with the EAL/D School Evaluation Framework supports schools to ensure that EAL/D priorities are easily embedded into school planning, processes and practices. Alignment is identified using the key below.

Figure 2 – alignment key to the EAL/D School Evaluation Framework and School Excellence Framework.



Key Policies

The NSW Department of Education is committed to providing quality EAL/D support in schools. This document provides advice to schools in establishing an effective EAL/D strategy which creates an engaging learning environment and successful learning outcomes for EAL/D students.

The Department's Multicultural Education Policy articulates the legislative responsibilities under the Community Relations Commission and Principles of Multiculturalism Act, 2000 and responds to the cultural and linguistic diversity in our schools. The policy commits schools to providing opportunities which allow all students to achieve equitable educational and social outcomes, including providing English language and literacy support to EAL/D students. The Multicultural Education Policy applies to all staff working in NSW Public Schools and to all students who attend NSW government schools.

Key Policy and Resource Overview

The policies and resources below will be elaborated upon throughout this document.

- ACARA EAL/D Learning Progression
- ACARA EAL/D Overview and Advice
- Anti-Racism Policy
- Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners
- EAL/D School Evaluation Framework
- Multicultural Education Policy
- Multicultural Plan 2019 - 2022

© NSW Department of Education, Jul-20

Multicultural Education Policy

1.1 Schools foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.

1.2 Schools provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

1.3 Schools ensure inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

1.4 Students who are learning English as a second language are 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.

1.5 Schools will provide specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

1.6 Schools promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds by providing opportunities for their active engagement in the life of school.

The Multicultural Plan 2019-2021 outlines strategies to be undertaken across the Department of Education that aim to promote community harmony, counter racism and support the specific needs of students from language backgrounds other than English and their families. The Department reports achievement against the plan in its Multicultural Policies and Services Report.

In addition to this policy and plan, a number of other policies and curriculum documents also shape the contextual framework for EAL/D education in schools: the Department's Anti-Racism Policy; the Alice Springs (Mparntwe) Education Declaration; and the K-10 Curriculum Framework and Statement of Equity Principles developed by the NSW Education Standards Authority (NESA).

Who are EAL/D learners?

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English who require additional support to assist them to develop English language proficiency. Students learning English are simultaneously learning the English language, learning in English and learning about English (Halliday, 1993) in order to successfully participate in social and academic contexts.

EAL/D learners may include:

- Overseas and Australian-born students whose first language is a language or dialect other than English,
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional language, creoles and related varieties, or Aboriginal English (ACARA).

EAL/D students already speak one or more languages or dialects other than English. Their knowledge of language is an advantage when learning an additional language and, along with their life experiences and diverse cultural knowledge, provides learners with resources upon which to build their English language, literacy and educational development.

ACARA English as an Additional Language Teacher Resource, p.7

Many EAL/D students have strong skills and knowledge in their home language, however to learn in English, EAL/D students require an appropriate teaching and learning environment which builds English language skills to achieve academic success. Generally, EAL/D students should be placed in Australian schools at the year level appropriate for their age.

EAL/D student support needs to provide optimal conditions for learning English. EAL/D students in schools are supported through specialised EAL/D programs, EAL/D informed classroom support and through the English language proficiency (ELP) equity loading resources. As EAL/D students will spend most of their time in mainstream classrooms, schools will need to ensure that all teachers understand the needs of their EAL/D students and are able to effectively meet these needs. For more information about designing programs that meet the educational, social and emotional needs of EAL/D learners, please refer to the Learning Culture and Wellbeing section.

EAL/D students have a diverse range of backgrounds and English language learning needs. EAL/D students enter Australian schools with varying levels of prior education and knowledge of English. Some students were born in Australia; others recently arrived as permanent or temporary migrants, refugees or international students. Some students have

had an equivalent amount of formal schooling in their home country as their class peers while others have had severely disrupted schooling or no schooling at all due to war or civil disorder. Some have literacy skills in their first language, while others do not.

Aboriginal students

There are approximately 66,000 Aboriginal students in NSW government schools. Many (but not all) of these students use Aboriginal English, or some other form of non-standard English, as their main home dialect.

Aboriginal English is the name given to dialects of English spoken by many Aboriginal people across Australia. It varies from other dialects of English by way of distinct linguistic features and cultural usages (Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners p.16).

The Australian Curriculum and Assessment Authority (ACARA), through the addition of the 'D' in EAL/D, has intentionally included students who speak a variety of Aboriginal English as their first language, and who do not yet have full proficiency in Standard Australian English, as part of the cohort who requires targeted classroom support (Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners p.16).

It is not possible, at this stage, to say exactly how many Aboriginal people in NSW use Aboriginal English as their main home dialect but it is widely used by students and families and is a key marker of Aboriginal identity.

For more information see the Aboriginal Education and Communities Directorate website.

Newly arrived EAL/D learners

Newly arrived students are a diverse cohort and can include students from refugee backgrounds, students with limited literacy due to disrupted schooling or migrant students with continuous schooling and advanced language and literacy skills in their first language/s and/or in English. Schools should implement processes that support students' orientation to school and assist students to develop new social connections. Schools must organise an assessment of English language proficiency at, or soon after enrolment, to determine needs and the level of EAL/D support required, and to recognise home language literacies and prior learning that students bring to school in Australia.

Students from refugee backgrounds requiring EAL/D support

The United Nations 1951 Convention relating to the Status of Refugees defines a refugee as "a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside

the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...". Students in NSW government schools are identified as refugees and humanitarian entrants if:

- they have a refugee visa subclass
- they are asylum seekers who have had similar experiences to refugees, or
- they arrived as part of a humanitarian or family migration program but have had refugee-like experiences.

Students from a refugee background may have greater educational and support needs that are more complex than other newly arrived EAL/D students. Refugees and asylum seekers have usually escaped from war or civil unrest, have often experienced trauma and in some cases torture, may have lost family members and have often spent long periods in temporary refugee camps or urban areas outside their own country. Refugee children who have had disrupted or limited education prior to arrival in Australia may have little prior experience of formal schooling, limited literacy skills in their first language and in addition may have complex welfare and health problems, including mental health issues as a result of their refugee experiences. Students with disrupted education need additional EAL/D and literacy support and may take longer to achieve the language and content syllabus outcomes of their peers as they may not have the content knowledge or literacy skills in their first language on which to build new knowledge.

Information about how schools can support students from a refugee background is available on the Multicultural education webpage.

International students requiring EAL/D support

International students may enrol directly into a school or may initially attend intensive English settings before continuing their studies in a NSW government high school. These students will live with a parent on a guardian visa, relatives, close family friends or in department approved home stay accommodation and require additional support from school in relation to their educational and welfare needs.

The Educational Services for Overseas Students (ESOS) Act defines items that schools must include in their orientation program for international students. Where an international student will be residing with a parent, especially for primary students, schools are encouraged to engage the parents as a part of the orientation program. DE International has prepared orientation template for schools to use.

The International Students Program is available to students who are the primary holder of a student via (i.e. subclass 500P). International students are required to have studied English as part of the curriculum in their home country and achieved a sufficient level of English to participate in NSW government schools.

International students may require ongoing support from the EAL/D specialist teacher to achieve the language and learning curriculum goals. Generally, international students do not attract New Arrivals Program teaching support. There is no obligation for the school to accept the enrolment of international students if their learning needs cannot be met within existing resources.

DE International provides schools with information and advice regarding enrolment of International students. Schools must also adhere to monitoring and reporting requirements outlined in Eligibility and Procedures for the Enrolment of International Students in NSW Government Schools.

High potential and gifted EAL/D students

The High Potential and Gifted Policy states that high potential and gifted students are found in all communities, regardless of their ethnic, cultural or socio-economic characteristics. Research indicates that students from some cultural backgrounds are often under-represented in gifted programs (Revisiting gifted education, CESE 2019). Identification processes must be inclusive and free from cultural bias while taking into consideration English language proficiency. Using culturally sensitive criteria when selecting EAL/D students for high potential and gifted programs may assist with the issue of underrepresentation.

EAL/D students with a disability

At times, a concern of teachers of EAL/D students is whether a student's rate of progress in learning English is associated with language learning or disability. Gathering comprehensive information about a student and their competence across all modes of English language can assist teachers to build a profile of the learner leading to a more complete assessment. Assessment that is broad and continuous will strengthen a teacher's ability to identify learning difficulties or disability. Information about a student's first language competence will also provide feedback about their potential in English.

Observation of a student may provide more accurate information than standardised tests conducted in an unfamiliar language and context. However, EAL/D students with clearly identified learning difficulties or disabilities will still need assistance to develop their English language proficiency as well as accessing Learning and Support or special education resources available in schools. EAL/D students with learning difficulties or disability, like all EAL/D learners, should have their English language proficiency levels identified using the ACARA EAL/D Learning Progression.

Teachers of LBOTE students with significant additional learning needs, particularly non-verbal students, may face challenges when trying to use the EAL/D Learning Progression to determine whether a student meets the definition of EAL/D. Observing a student's receptive language skills, including identifying whether parents and carers communicate with the student in English, or a language other than English, can be helpful with this

determination. Further decisions about EAL/D phase should be linked only to the student's modes of communication.

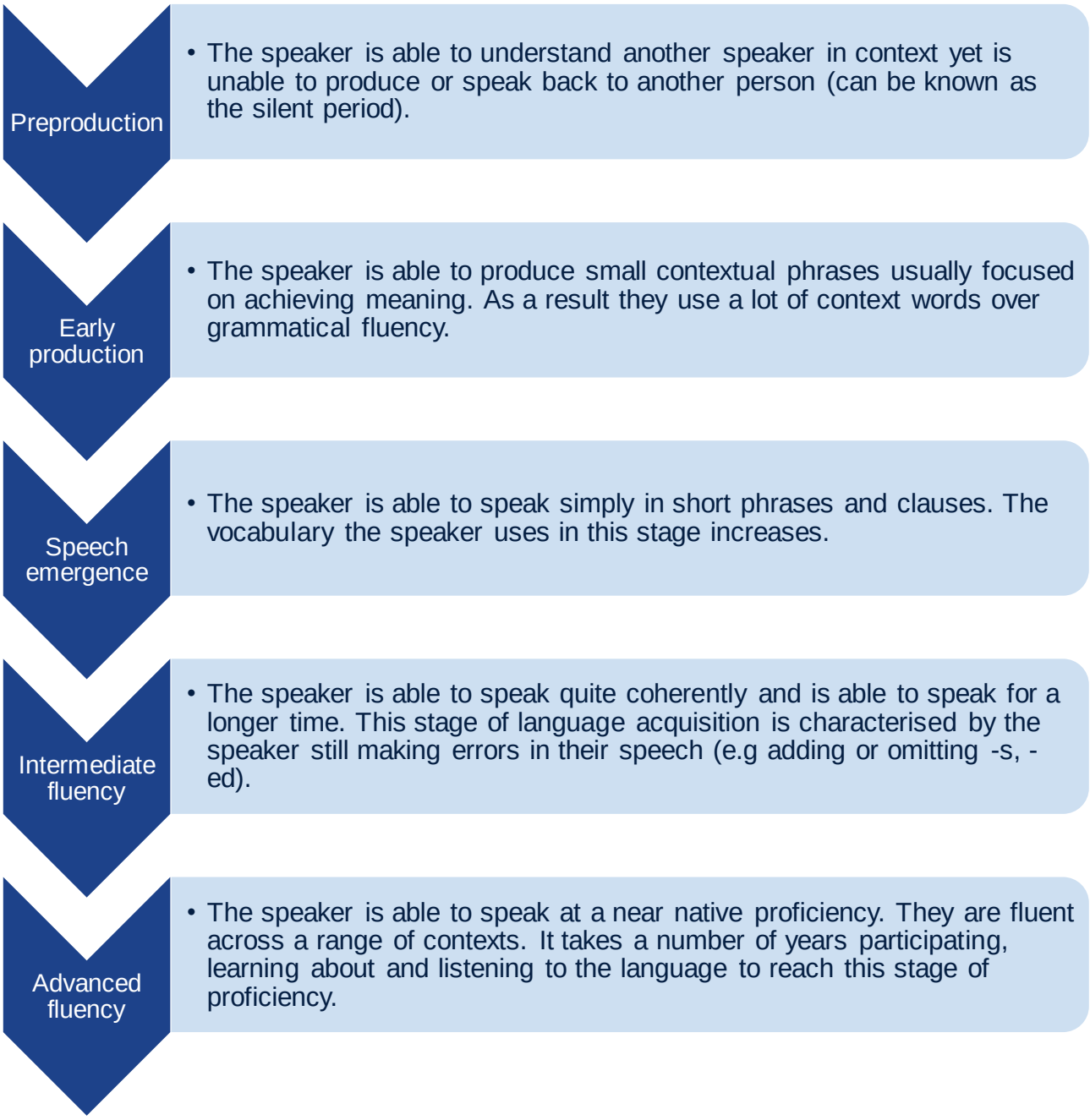
EAL/D students with disabilities need to be supported to access services and resources to ensure participation and success at school. Limited English language proficiency or behaviours associated with resettlement may delay diagnosis or assessment. It is important that schools use a broad range of observations and assessment to identify and support individual student needs.

© NSW Department of Education, Jul-20

Second language acquisition

Learning a new language happens over time and in stages. The stages of second language acquisition are similar to the stages of first language acquisition. Learning a second language involves the acquisition of a complex communication system, composed of the interrelating linguistic elements of communication, social usage, meanings, structures, vocabulary, word formation and sounds. The development of oral fluency begins with preproduction moving to early production, speech emergence, intermediate fluency and ending with advanced fluency. Reaching this stage may take many years of learning the language.

Figure 3 – stages of language acquisition (Haynes, 2007 & Ellis, 2008)



In NSW Government schools the development of English language proficiency is described using the ACARA EAL/D Learning Progression. This tool provides phase descriptors for beginning, emerging, developing and consolidating English. The time taken to move from one phase of English language proficiency to the next will vary depending on a number of factors including the student's previous educational experience, literacy skills in the first language and previous learning of English. In general, students who have had uninterrupted schooling prior to coming to Australia will progress through the phases more quickly than those who have had limited or disrupted prior schooling.

Table 1 – time taken to develop academic language in English with EAL/D support (Thomas & Collier, 1997)

Level of education in their first language	Time taken to develop academic English
Students with education in their first language	4 - 7 years
Students with disrupted education in their first language	Up to 10 years
Students with limited education in any language	7 - 12 years

Conversational and academic language

English language is used for social interaction and for learning. Academic and social language is described by Cummins (1980) as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

BICS refers to survival/ social language that students learn quite quickly in order to communicate with others and have their needs met. Developing BICS is important for students to feel comfortable to use socially appropriate language.

CALP refers to academic language required for school learning. Teachers are faced with the challenge of identifying the features of academic language required for success at school, and to support EAL/D students to gain mastery of the English language.

Competency in first language

It is important for schools to gather information about the level of competency a student has in their home language as home language competence is often a strong indicator of potential in subsequent languages.

Learning English in an English speaking country is very different from learning English as a foreign language through first language instruction. An English language learner, in addition to learning English, needs to learn subject content through English and also learn about how English is used in varying domains of learning.

Knowing about concepts in their home language can make learning English easier because a student needs only to transfer knowledge into the new language. If conceptual knowledge in home language is not strong, or the student has had limited or interrupted schooling, learning English will be more difficult as they will need to learn about a concept as well as the English language used to describe it. Students should be encouraged to continue to develop their home language as maintenance of home language enhances learning of a second language.

> If you have sorted out the world in one language, it becomes much easier to sort it out again in a second language. Children who arrive at school with a strong command of their first language are thus in a very favourable position to learn English…
>
> However, the situation for many bilingual children who have little mother tongue support is that once they start school their mother tongue is gradually replaced by English…they can fall between two languages, with neither the first nor second adequate for learning in school.
>
> *Pauline Gibbons, Learning to Learn in a Second Language, p.6*

Bilingual, or multilingual, students should be supported to develop CALP across a range of languages.

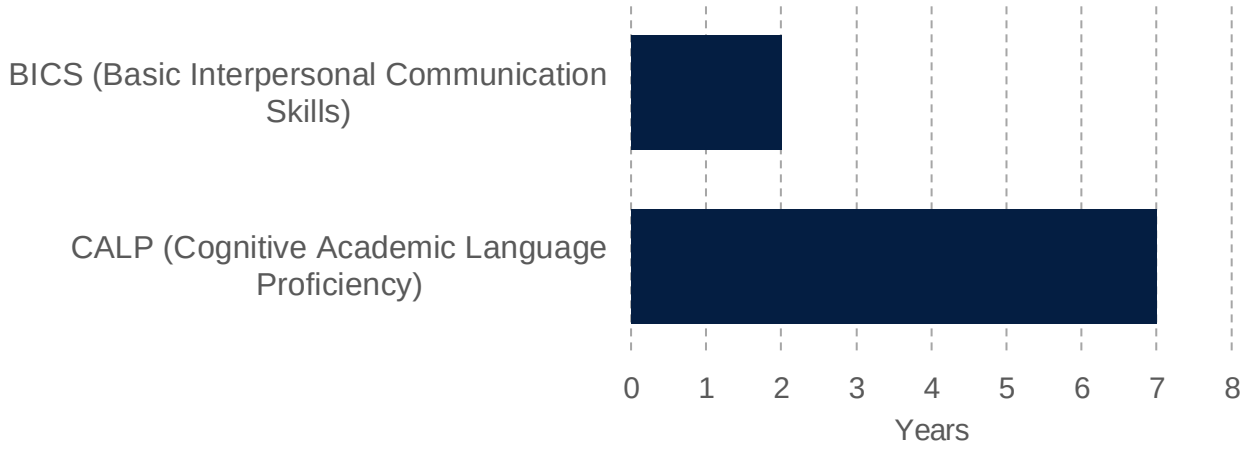
The goal of EAL/D education is not just to develop students English language proficiency, but rather to support students to become bi/multilingual and promote the importance of retaining home language to support learning in English.

The importance of EAL/D support

The research of Jim Cummins (1980) shows that it takes, on average, up to two years for a beginning EAL/D student to be fluent in Basic Interpersonal Communication Skills (BICS). It takes a beginning EAL/D student five to seven years to develop Cognitive Academic Language Proficiency (CALP) with EAL/D support. A student who has experienced trauma or disrupted schooling may take 9 to 11 years to master the language required for success in the school context.

This research indicates the importance of ongoing specialist EAL/D support, beyond intensive English provision, if EAL/D students are to gain access to the curriculum, language and learning.

Figure 4 – BICS & CALP (Collins, 1981)



© NSW Department of Education, Jul-20

School Planning, Practices and Processes

Organising effective EAL/D student support in schools involves a whole school approach. The ways in which EAL/D student support operates can vary between schools depending on the number of EAL/D students, their English language learning needs, their distribution in different classes and years, and the number of specialist EAL/D teachers in the school.

EAL/D student support is most effective as an integral part of the whole school plan, with EAL/D teachers working in collaboration with class teachers and other specialist teachers to support EAL/D students.

All teachers are responsible for a class environment that promotes differentiated learning and that values cultural and linguistic diversity.

This section outlines key considerations for schools in establishing an EAL/D Student Support Strategy from initial student enrolment to the implementation and evaluation of EAL/D provision.

Evaluation and accountability

Principals are responsible for ensuring the development, effective operation and management of the school's EAL/D student support strategy and are accountable for the effective use of the English Language Proficiency (ELP) equity loading resources to support students to develop English language proficiency. Please refer to Resource allocation for EAL/D students for more information regarding the ELP Equity loading.

A Checklist for Effective EAL/D Student Support has been developed as part of the English Language loading accountability. Principals receive a copy of this document as part of the ELP loading. A copy of this advice can be found at the front of this resource.

The EAL/D School Evaluation Framework, mapped to the School Excellence Framework, supports whole school reflection and planning. This tool describes achievement levels ranging from Minimum requirement, Delivering, Sustaining and Excelling. The Excelling level describes a school that has implemented an effective, sustained and systematic whole school approach to EAL/D support. Progression in EAL/D program practices should be measured over time by assessing EAL/D practices against the framework at the beginning and end of each year, and over the period of the school plan.

Roles and responsibilities across the school

Principals

Principals are responsible for ensuring the effective operation, management, and development of the school's EAL/D student support strategy and are accountable for the effective use of the English Language Proficiency equity loading resource to support EAL/D students' language development. The Annual School Report should clearly indicate what initiatives were undertaken to develop the English language proficiency of EAL/D learners, the outcomes achieved, and how funding was utilised to support EAL/D programs, practices and resourcing for EAL/D education.

Principals are responsible for:

- including EAL/D student support operations as an integral part of the school plan, including professional learning, allocation of resources and regular evaluation,
- ensuring that the school meets its EAL/D student support accountability and reporting requirements including the completion of the school's EAL/D Annual Survey and LBOTE Census through the online data collections for schools site,
- allocating responsibilities for the management of EAL/D student support, including coordination, professional supervision, and policy planning to an appropriate EAL/D supervisor,
- ensuring, where possible, EAL/D teaching positions are filled by teachers with recognised TESOL qualifications,
- establishing and maintaining procedures for the enrolment and appropriate class placement of newly arrived EAL/D students,
- ensuring the collection and maintenance of accurate EAL/D student data,
- ensuring school program practices are responsive to models of EAL/D pedagogy and include differentiation for language and content appropriate to levels/ phases of English language proficiency,
- ensuring development and implementation of effective modes of EAL/D program delivery and teaching practices in response to the school's EAL/D needs,
- ensuring procedures are in place for the identification, assessment, tracking and reporting of EAL/D students,
- ensuring EAL/D students' English language proficiency information is included in school academic reports as part of whole school reporting practices, and
- ensuring implementation of the Anti-Racism and Multicultural Education Policies.

© NSW Department of Education, Jul-20

EAL/D Supervisors

EAL/D supervisors are typically, but not exclusively, members of the school executive who have responsibility for providing professional support and supervision of EAL/D specialist teachers and EAL/D student support. It is preferable that EAL/D supervisors are experienced EAL/D specialist teachers.

EAL/D supervisors are responsible for:

- providing leadership and supervision to support EAL/D specialist teachers in effective planning, programming and teaching,
- supporting the professional learning of EAL/D specialist teachers,
- supporting the professional learning needs of mainstream teachers in relation to EAL/D pedagogy and practices,
- recognising and utilising the specialist knowledge that qualified EAL/D specialist teachers bring to the school,
- facilitating collaborative planning and teaching between EAL/D specialist and class teachers,
- overseeing processes for assessment and recording of EAL/D students' English language proficiency,
- ensuring accurate and complete EAL/D student data in ERN,
- the completion of the school's EAL/D Annual Survey and LBOTE Census through the online data collections for schools site,
- advocating for the needs and interests of the EAL/D students and staff community to the school executive,
- negotiating priorities for EAL/D support across the school,
- ensuring EAL/D support is included in whole school programming, planning and evaluation, and
- providing support, advice and professional learning for teachers employed in EAL/D positions who do not have TESOL qualifications.

EAL/D Specialist teachers

EAL/D specialist teachers are appointed to schools to design targeted, curriculum-based English language instruction for EAL/D students and to assist in the delivery of teaching programs that meet students' particular English language learning needs. In supporting whole school programs and initiatives, EAL/D teachers focus on the English language and literacy learning of EAL/D students relative to the needs of the learner and to curriculum outcomes. This is achieved through co-designed teaching programs.

Where possible, EAL/D specialist teaching positions should be filled by teachers with recognised TESOL qualifications. A qualified EAL/D specialist teacher has:

- a primary or secondary teaching qualification,
- completed an approved Teaching English to Speakers of other Language (TESOL) course through undergraduate or post graduate studies which consists of TESOL specific methodology, and
- completed a practicum/ internship based on K-6 and/ or 7-12 school environments in TESOL – as part of their qualification.

EAL/D specialist teachers are to be provided with the same employment conditions as all teachers in schools, including an entitlement to release from face to face teaching (RFF) which may be on a pro-rata basis.

EAL/D teachers are to be used to support the delivery of EAL/D curriculum programs and cannot be used in place of casual relief teachers or for creating smaller class sizes.

Memorandum to principals, DN/08/00291

EAL/D specialist teachers are responsible for:

- identifying EAL/D students, assessing their English language proficiency and prioritising their need for EAL/D support,
- providing advice on appropriate modes of delivery for the school's EAL/D support strategy, based on identified EAL/D needs,
- planning and teaching EAL/D programs to meet the English language needs of EAL/D students using principles and practices of EAL/D differentiation,
- assessing, monitoring and reporting on EAL/D students' (who receive significant or direct support) English language learning progress with reference to the ESL Scales and the EAL/D Learning Progression,
- working collaboratively with class teachers to develop programs, practices and resources which support the English language and literacy learning of EAL/D students across curriculum areas,
- assisting in maintaining accurate and complete EAL/D student data in Maintain EAL/D in ERN, and
- providing advice, professional support and leadership to school executive and other teachers on principles and practices of second language acquisition, and differentiation, to support English language learning for EAL/D students.

© NSW Department of Education, Jul-20

Classroom/ subject teachers

Class teachers are responsible for the educational programs of all students in their class. This includes tailoring teaching and learning practices to meet the individual needs of students learning English as an additional language or dialect.

Class teachers are responsible for:

- understanding the needs of their EAL/D students,
- using the EAL/D Learning Progression phases and learner characteristic statements to identify the language learning needs of their EAL/D students,
- developing and implementing differentiated teaching programs, practices and strategies that address the English language and literacy learning needs of EAL/D students in curriculum areas,
- engaging in professional learning focusing on EAL/D pedagogy,
- reporting English language proficiency information in school reports for EAL/D students in their class,
- working collaboratively with EAL/D specialist teachers, counsellors and other personnel to ensure appropriate support, assessment and reporting for their EAL/D students, and
- ensuring teaching and learning environments promote and value diversity and are culturally and linguistically inclusive.

Funding: Resource allocation for EAL/D students

English Language Proficiency (ELP) equity loading

Under the Resource Allocation Model (RAM) schools are provided with English Language Proficiency (ELP) resources as an equity loading to support EAL/D students. This is one of four equity loadings. The loading for ELP is a resource allocation to support the additional learning needs of students developing English language proficiency and is informed by each school's reported level of EAL/D need. This comes to schools as a teacher allocation and/ or flexible funding.

The loading is based on a moderated assessment of student English language proficiency levels, described as EAL/D phases, collected annually via the EAL/D Annual Survey. Schools may support EAL/D students through a combination of initiatives funded from a range of sources; however support for students attracting equity loadings must be identifiable in the school plan and reported upon in the Annual School Report each year.

Schools that receive resources for English language proficiency must develop an explicit strategy to meet the English language learning needs of their EAL/D students.

In planning and programming for EAL/D instruction, schools need to identify the needs of their EAL/D students and determine the most effective way to implement an EAL/D student support strategy to achieve improved educational outcomes for students learning English as an additional language or dialect.

Aboriginal students and Torres Strait Islander students requiring EAL/D support

Aboriginal and Torres Strait Islander students enrolling in school who speak a traditional Aboriginal language as their main language of everyday use (eg Pitjantjatjara, Arrernte) or a creole (eg Aboriginal Kriol) and require intensive English language support are eligible to receive resources under the English language proficiency loading or EAL New Arrivals Program targeted funding.

To ensure the learning needs of Aboriginal and Torres Strait Islander students who speak a dialect of English, such as Aboriginal English as their first dialect are catered for, school resources should be utilised to provide support as required. Aboriginal background equity loading funding may also be provided through RAM for schools with Aboriginal students.

Targeted student funding for new arrivals and students from refugee backgrounds

In addition to funds allocated to schools through the ELP equity loading, schools with newly arrived and refugee background students may also apply for additional resources to provide targeted support. School Learning Support Officer (SLSO) bilingual support allocations are provided to schools enrolling four or more newly arrived refugee or humanitarian program entrants through the New Arrivals Program. Eligible students must:

- require intensive EAL/D support (Beginning or Emerging level of English) and
- have enrolled in their first Australian school within the previous 6 months or 18 months for kindergarten students.

Application for New Arrivals Program (NAP) Support

The New Arrivals Program (NAP) provides initial intensive English tuition for newly arrived students who are learning English as an additional language and who are at Beginning or Emerging levels of English language proficiency. The program provides additional teacher support for schools to enable students to develop their English language skills and participate successfully in learning.

© NSW Department of Education, Jul-20

Schools can apply for additional teaching support for eligible newly arrived students at any time.

To be eligible for EAL/D New Arrivals Program support, students must meet all of the following criteria.

Students must:

- have enrolled in their first school in Australia within 6 months of arrival (or 18 months for Kindergarten),
- require initial intensive English language support (are at the Beginning or Emerging phases of English language proficiency), and
- be an Australian citizen, permanent resident or approved temporary resident visa holder (see the Visa subclasses and enrolment conditions)

Schools enrolling newly arrived refugee students may also be eligible to receive an allocation of bilingual SLSO support through the EAL/D New Arrivals Program.

The New Arrivals Program application process is detailed on the New Arrivals Program website.

Application processes differ according to the type and location of schools:

Table 2 – new arrivals support application process

Location	School year	Application process
Metropolitan Sydney and Wollongong	Yr 6* and Yrs 7-12	Refer to the local Intensive English Centre/ Intensive English High School prior to enrolment
Metropolitan Sydney and Wollongong	K- Yr 6*	Enrol and apply for EAL/D NAP teaching support
All other areas	K- Yr 12	Enrol and apply for EAL/D NAP teaching support

* More information about accessing new arrivals program support for year 6 students is detailed below.

Primary school students

Newly arrived primary aged students enrol directly in primary school and receive EAL support at school. Additional short term teacher support is provided for eligible newly arrived students from the EAL New Arrivals Program (NAP).

In certain cases year 6 students may transfer from a primary school to an Intensive English Centre or Intensive English High School to prepare for entry to high school the following year. Applications are considered on a case by case basis.

High school students

Intensive English Centres (IEC) and Intensive English High School (IEHS)

Newly arrived high school aged students in metropolitan Sydney and Wollongong enrol in one of 14 Intensive English Centres (IECs) or the Intensive English High School (IEHS) to undertake an intensive English and high school preparation course before transferring to high school. Metropolitan high schools should refer newly arrived students whose first language is not English to the local IEC or IEHS for initial English language assessment. Newly arrived Year 6 students whose first language is not English may be eligible to attend the local IEC or IEHS, and should be referred for initial language assessment. Short term on-arrival teacher support will not be provided where students can access an IEC/ IEHS.

The IECs/IEHS provide English language, orientation, settlement and welfare programs to prepare students for study in a NSW high school. To be eligible for placement in an IEC/IEHS, students must:

- speak a language other than English as their first language and require intensive EAL instruction (be beginning or emerging phase on the EAL/D Learning Progression) to enable them to participate in secondary education,
- be newly arrived in Australia and applying for IEC/IEHS placement within 6 months of arrival,
- be an Australian citizen, a permanent resident, an approved provisional visa holder or an approved temporary visa holder, and
- have the intention to continue their education in a government high school after completion of the IEC/IEHS course.

Where there is no Intensive English Centre, newly arrived high school aged students in rural and regional areas enrol directly into high school and receive intensive EAL/D support at school. Schools may apply for short term EAL/D teacher support for eligible newly arrived students. For more information refer to the Department's intranet page Intensive English Centres.

Targeted support for students from a refugee background

Funding for schools to provide targeted support for recently arrived students from refugee backgrounds is allocated to schools, as a component of the Resource Allocation Model (RAM), to support the implementation of targeted programs that provide personalised

© NSW Department of Education, Jul-20

support. These may include additional intensive English language support, bilingual literacy and numeracy support, mentoring, tutoring or settlement and welfare support. Schools with newly arrived students from a refugee backgrounds can apply for New Arrivals Program (NAP) teaching support and bilingual support.

Typically primary schools use the additional resource to provide intensive English language and support for students from refugee backgrounds in their first three years of schooling in Australia, to support their settlement and better prepare them for mainstream education programs.

Many high schools use the resources to provide additional English language and literacy support for refugee students in transition from intensive English programs to mainstream high schools and to help students plan their transition from school to further education, training or employment. Information, resources and professional learning available to support schools in planning and implementing strategies to support refugee background students can be found on the Department intranet. EAL/D and refugee student teacher networks can assist schools in working collaboratively and developing community partnerships to support the educational and welfare needs of students from refugee backgrounds.

Enrolment

Enrolment of EAL/D students

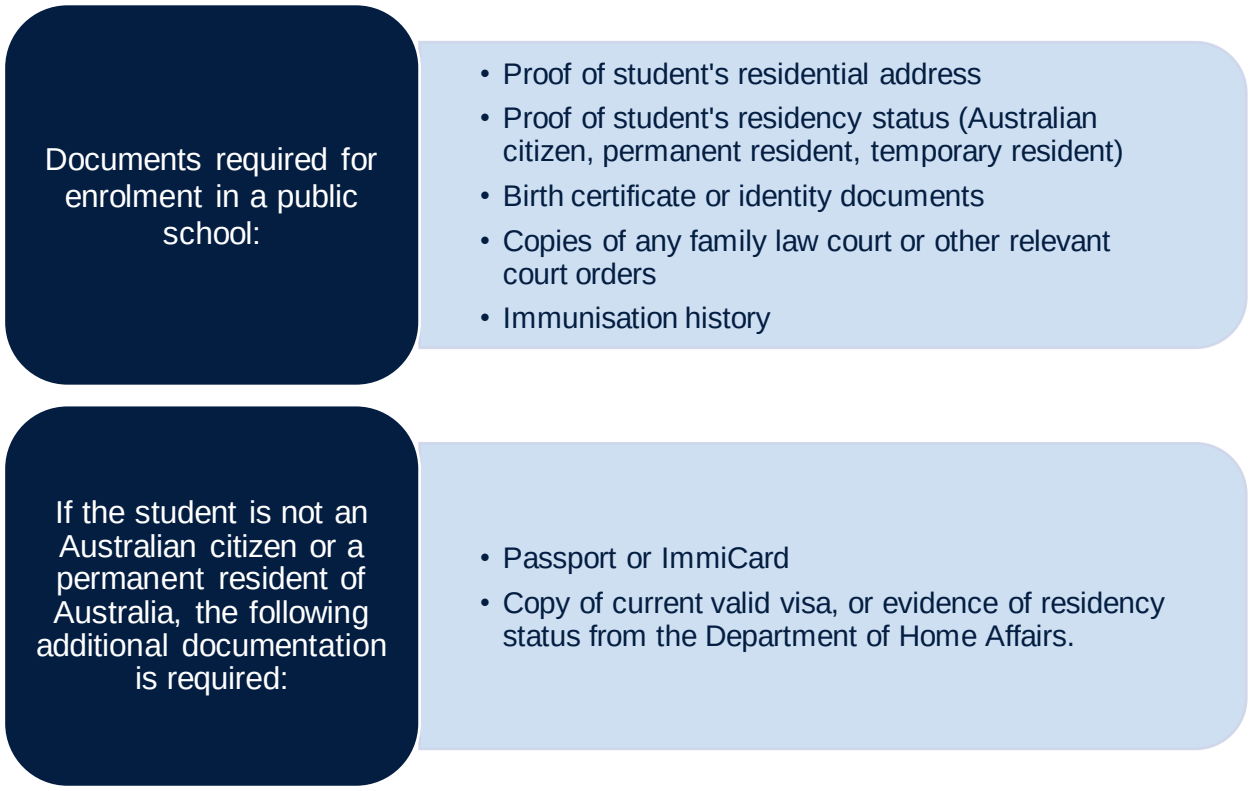
To assist in developing appropriate support for EAL/D students it is important that current, accurate and complete background information about students is collected on enrolment, entered into the Enrolment and Registration Number (ERN), and maintained regularly.

Provisions have been made within the Maintain EAL/D function of ERN to support the updating of all relevant EAL/D student data. While ERN student data is primarily used to inform school programming and planning, it is also required to inform the allocation of resources to schools.

The Application to Enrol in a NSW Government School forms the basis of data entered into ERN. These student enrolment forms are regularly updated and are available in a number of languages on the Department's website. Schools should check that the most current version is being used.

Schools should ensure that a translated form or an interpreter is provided for parents/carers at enrolment. This will ensure accurate information is obtained and will assist the family in the completion of the enrolment form. An interpreter can be readily obtained, at no charge to the school, by calling the Telephone Interpreter Service. Onsite interpreters can also be arranged in some areas. For more information on interpreter services please refer to the Interpreting and translations section of this document.

Figure 5 – documents required for enrolment in a public school



Residency status of students born in Australia

Students born in Australia, with a birth certificate issued in Australia, are not automatically Australian citizens or Australian permanent residents. To be an Australian citizen, at least one parent must be an Australian citizen or permanent resident of Australia at the time of the student's birth. See the Children born in Australia fact sheet for more information.

Temporary Residents Program

Students holding a temporary resident visa are subject to enrolment through the Temporary Residents Program. Temporary resident students require an Authority to Enrol (ATE) to be issued to the school before commencing enrolment. The list of visa subclass and enrolment conditions is available on the DE International website. For more information contact the Temporary Residents Program by email tempvisa@det.nsw.edu.au or phone 1300 300 229 (then option 1).

International Student Program

Full fee-paying international students, who are the primary holder of an international student visa sub-class 500P School Sector, are subject to enrolment through the International Student Program. Full fee-paying international students require an Authority to Enrol (ATE) to be issued to the school before commencing enrolment. For more

© NSW Department of Education, Jul-20

information contact the International Student Program by email isc@det.nsw.edu.au or phone 1300 300 229 (then option 2).

Enrolling Aboriginal and Torres Strait Islander EAL/D learners

Schools will need to check with the enrolling parent/s or carer/s about the student's home languages, dialects or vernaculars. If the student speaks a traditional Aboriginal or Torres Strait Islander language (including creoles) then the exact data will need to be entered into ERN. These students will also be considered as having a language background other than English (LBOTE).

Students for whom standard Australian English is an additional language dialect will also need to be accurately recorded in ERN. An option exists for the enrolling parent/ carer to identify Aboriginal English as the student's main home language.

EAL/D data collections

Maintain EAL/D in ERN

Schools are required to ensure their LBOTE and EAL/D student data in ERN is accurate for data harvests for the LBOTE Annual Census and the EAL/D Annual Survey.

All data fields required for the completion of the LBOTE Annual Census and the EAL/D Annual Survey are available in ERN. Once the data is captured at enrolment it is held in ERN and access is transferred to any NSW government school where the student is enrolled.

The ERN Maintain EAL/D function can be used to update EAL/D phase information and to check accuracy and completeness of LBOTE and EAL/D student data.

Access to ERN Maintain EAL/D is provided by the principal, through the ERN Access Management Utility (AMU). Access must be granted by the principal before teachers can use this function. It is recommended that EAL/D teachers and supervisors have access to maintain EAL/D in ERN to enable EAL/D data to inform teaching and learning and to ensure data is regularly updated to reflect student progress.

Student EAL/D phase and Date of Last Assessment fields should be updated every 6 months to ensure data remains current. Usually schools review and update students' EAL/D phase data at the end of each year and just prior to the mid-year EAL/D Annual Survey.

Census of Students with Language Background other than English (LBOTE)

In term one each year information on students with a Language Background other than English (LBOTE) is harvested from ERN. Information from this census can be used by schools to inform inclusive practice and target resources that support diversity. Schools must ensure that their LBOTE data is accurate in ERN.

EAL/D Annual Survey

The equity loading for English language proficiency is a key component of the RAM. This loading is reviewed each year according to information provided in the EAL/D Annual Survey of schools. The EAL/D Annual Survey is completed mid-year by all government schools in New South Wales through the Department's online data collections for schools website. Information about survey requirements, including deadlines for data collection, is published in Schoolbiz each year. The following data is harvested in the online survey:

- the number of students from a language background other than English (LBOTE),
- the length of time they have been enrolled in an Australian school,
- the number of LBOTE students identified as EAL/D learners,
- the EAL/D phase level of each EAL/D learner (Beginning, Emerging, Developing or Consolidating),
- the number of EAL/D students receiving EAL/D support,
- how ELP equity funding has been used to support EAL/D priorities,
- EAL/D program descriptions,
- the modes of delivery for EAL/D programs, and the
- qualifications and experience of teachers in EAL/D positions.

All students' level of English language proficiency should be identified either at the appropriate phase (Beginning, Emerging, Developing or Consolidating) or as EAL/D support Not Required, with the last assessment date in ERN Maintain EAL/D reflecting that the phase level has been reviewed or determined within the previous six months. Students who have TBA ticked in ERN are waiting to be assessed and must have their phase identified using the EAL/D Learning Progression.

The average time students take to move through the EAL/D Learning Progression phases is listed below. It is important to note that students from refugee backgrounds, or with refugee-like experiences, may take longer to progress through the EAL/D phases. Schools should identify and support students who are significantly outside these timeframes.

© NSW Department of Education, Jul-20

Table 3 – average time to progress through the EAL/D learning progression phases

Phase	Average time
Beginning	6-9 months (< 1 year)
Emerging	1-2 years
Developing	2-5 years
Consolidation	5-7+ years

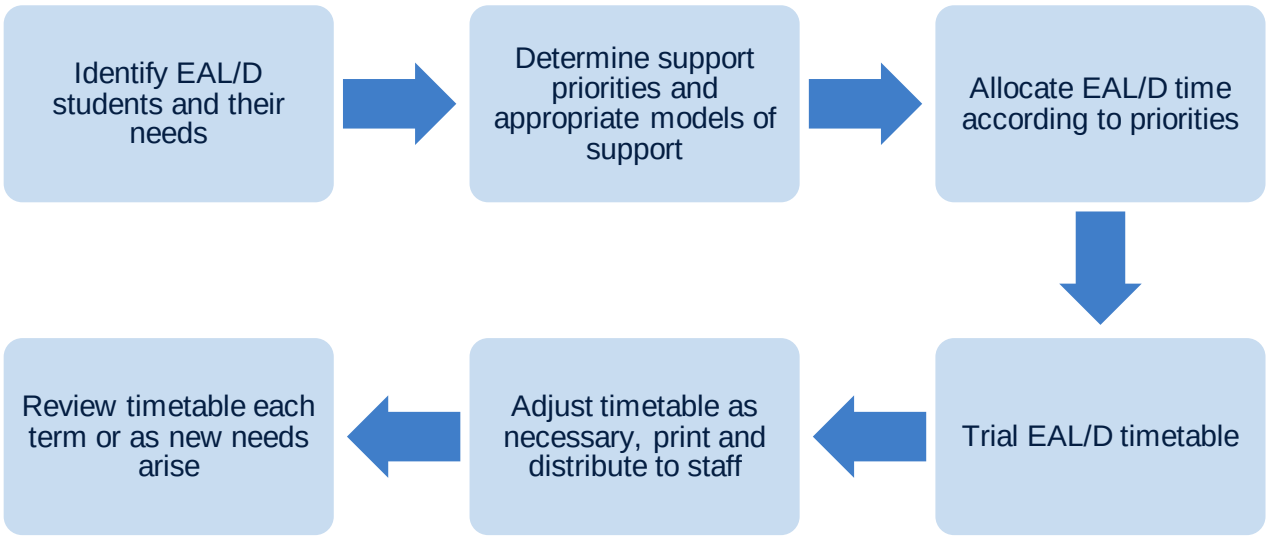
For more information about the EAL/D Learning Progression and how it is it used in NSW government schools see the EAL/D Learning Progression section of this document.

Organising EAL/D student support

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

As the EAL/D teacher is a limited resource, and is usually not able to provide direct support to every EAL/D student, it is important that support is planned and timetabled to enable the EAL/D teacher to provide effective instruction to as many students as possible, taking into account their relative need for support.

Figure 6 – organising EAL/D support



Collaborative Planning

EAL/D support is most effective where EAL/D and classroom teachers are able to work together. This may be done through collaborative or joint teaching programs or, where that is not appropriate or possible, through the joint development of programs that provide explicit language learning support in the context of the curriculum.

The organisation of support for EAL/D students varies from school to school depending on the number of EAL/D students, their current levels of English, the year and class placements of those students and the number and availability of EAL/D teachers and other staff with EAL/D teaching expertise.

In order to ensure effective EAL/D student support, a school needs to determine the most suitable arrangements to meet the varying needs of different groups of EAL/D students in their school context.

Two broad modes of delivery for EAL/D teaching provide options which schools can combine to offer the most appropriate organisational arrangements. These are EAL/D co-teaching and instructional EAL/D teaching.

EAL/D Modes of delivery

EAL/D co-teaching

Co-teaching models encompass aspects of direct and collaborative EAL/D teaching. Co-teaching requires two teachers to work together and share responsibility for assessing, planning, teaching and evaluating programs. Co-teachers are equals, and have equal responsibility and accountability for the classroom. EAL/D teachers bring specialist language and pedagogical knowledge to co-teaching environments and can work collaboratively with class/subject teachers to embed EAL/D practices into teaching and learning.

Research consistently identifies six common co-teaching models, all of which have their own merits and challenges for EAL/D co-teaching:

Table 4 – EAL/D co-teaching models adapted from Friend & Cook (1996).

Co-teaching examples	Description
One teaching, one observing	One teacher instructs the class whilst the other teacher observes students, collecting data to identify needs, assess performance and determine future instruction.
One teaching, one assisting	One teacher instructs the class whilst the other teacher provides point of need support to students.

© NSW Department of Education, Jul-20

Co-teaching examples	Description
Parallel teaching*	A class of EAL/D students is taught separately by a specialist teacher, covering curriculum area content with a language development focus, e.g. a separate EAL/D reading group (primary school) or a parallel EAL/D class in a specific subject area (high school).
Alternative teaching*	One teacher teaches the majority of the class whilst the EAL/D teacher teaches a small group who require individualised support or additional instruction. The EAL/D teacher may take students from a variety of classes with similar learning needs.
Team teaching	Both teachers have equal teaching responsibilities in the classroom.
Station teaching	Teachers divide the instructional content and are responsible for planning and teaching their section. Teachers teach the same content to rotating groups of students.

* Whilst parallel and alternative co-teaching models are often conducted in separate classroom settings, it is important that class/subject teachers and EAL/D teachers plan together, identifying language and cultural demands, planning content and language outcomes, and share observational and assessment data to ensure that EAL/D students' needs are understood and met across a range of contexts.

EAL/D teachers co-teaching with class/subject teachers may decide to utilise a variety of the EAL/D co-teaching models within their classroom. Individual teaching styles, students' English language learning needs and lessons taught are important to consider when selecting an appropriate co-teaching model.

Instructional EAL/D teaching modes: EAL/D specialist teachers as leaders

Instructional EAL/D teaching modes involve using TESOL qualified specialist EAL/D teachers' expertise as a professional learning resource to support the pedagogical practices of individual teachers or the whole school staff. This could include; cooperative planning, demonstration teaching, shoulder-to-shoulder support, coaching and mentoring.

Table 5 – examples of instructional EAL/D teaching modes

Instructional teaching examples	Description
Teacher development model	The EAL/D specialist teacher co-designs materials or presents professional learning for class teachers to support EAL/D students' learning.
Whole school support model	Expertise provided by specialist EAL/D teachers is pivotal in whole school programs to support for EAL/D students

Curriculum, Assessment and Reporting

Curriculum and assessment

In order to effectively support the needs of EAL/D students across the curriculum, teachers should identify the language and literacy demands and any assumed cultural and conceptual knowledge underlying the curriculum and texts used in class programs. When planning for teaching, teachers should identify target curriculum outcomes and learning goals. Unpacking the language learning demands for EAL/D learners means identifying the requirements of a task, the language demands and the cultural knowledge students require.

Rich tasks involve broad aspects of assessment including product and processes for a meaningful, genuine purpose. Rich tasks allow students to engage in various modes of language and to demonstrate their understanding in a variety of ways. Such tasks can be easily backward mapped, to plan for the language, content and skills students will be required to develop to achieve the outcomes.

Backward mapping from an assessment task can help teachers to identify a language and literacy focus and to plan a sequence of activities that will support EAL/D learners to achieve the task. A teaching program that differentiates for EAL/D learners includes explicit instruction about the knowledge and language skills that EAL/D students need to access the curriculum and provide opportunities for students to practise. Specific aims and outcomes of these units can be formulated by identifying the gaps between what students know and can do, and the curriculum outcomes and language demands of classroom activities.

Gibbons (2002) suggests that teachers should ask the following questions to form the basis of planning that integrates second language and curriculum learning:

- What are the language demands of the curriculum?
- What do children currently know about language, and what are their language learning needs?

These questions help teachers identify the language demands of a particular area of study and to determine what language students would need to know in order to participate in learning that curriculum topic.

© NSW Department of Education, Jul-20

EAL/D Planning tools

ESL Scales

The ESL Scales were developed to show how EAL/D students' patterns of development in listening, speaking, reading and writing differ from those students from English-speaking backgrounds. In particular, this tool shows that the English language starting point for EAL/D learners is different from that of students from English-speaking backgrounds. While Australian-born students from English-speaking backgrounds enter school in Kindergarten with 4-5 years exposure to English, EAL/D learners enter school at any year of schooling and this is typically their starting point in English.

The ESL Scales describe the English language development typical of students learning English as an additional language in the school context.

The ESL Scales:

- provide a set of benchmarks against which EAL/D learners' achievements in English may be set,
- help in identifying EAL/D learners' achievements and needs to assist program and curriculum development, and
- provide a shared language to talk about students' English language proficiency.

Assessing an EAL/D student using the ESL scales should not be seen simply as assigning a student a 'number' or 'level'. Deciding on a student's level of Oral interaction, Reading or Writing in English requires teachers to make an 'on balance' judgement by relating their observations and records about the student's performance in a number of tasks to a number of pointers in each of the organisers.

Level 1 in Oral Interaction does not equate with Level 1 Reading and Writing. While there is likely to be a correlation across strands for some EAL/D learners, others may have developed a degree of proficiency in some strands but not in others, depending on their previous experience of English.

The ESL Scales and the NSW English K-10 Syllabus

The ESL Scales provide a detailed description of English language progression for EAL/D learners. In the NSW English K-10 Syllabus, the English Standard Stage 6 Syllabus and English EAL/D Stage 6 Syllabus the ESL Scales provide a pathway for language learning relative to curriculum outcomes. Having identified EAL/D students' levels of English language proficiency, teachers use the ESL Scales to plan appropriate scaffolding so students can access English curriculum outcomes and content.

EAL/D students may be eligible to enrol in the Stage 6 English EAL/D course. The English EAL/D course may be studied by any student who has been educated overseas with English as the language of instruction for five years or less prior to commencing the Year 11 course. The Assessment Certification Examination (ACE) website provides the declaration form to be signed by the student and teacher.

ACARA EAL/D Teacher Resource

The ACARA EAL/D Teacher Resource supports teachers when developing teaching and learning programs for EAL/D students. The resource includes: EAL/D Overview and Advice, Annotated Content Descriptions for the English, Mathematics, Science and History syllabuses, EAL/D Learning Progression and Student Illustrations of the EAL/D Learning Progression.

The EAL/D Overview and Advice provides teachers with information about EAL/D students and their English language needs including advice, student diversity, characteristics of EAL/D learners and approaches to effective teaching and assessment.

EAL/D Learning Progression

The ACARA EAL/D Learning Progression describes a progression of English language learning typical of students learning English as an additional language or dialect (EAL/D). It has been developed primarily for teachers who are not EAL/D specialists.

Teachers can use the EAL/D Learning Progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience,
- understand the characteristics of a learner at each phase of English language development, and
- identify where EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills to monitor the linguistic progression of their EAL/D students.

By considering examples of EAL/D students' work, including their speaking and listening skills, teachers can identify linguistic elements and/or behaviours that best match those found in the EAL/D Learning Progression. This will indicate the level of support that will need to be provided for students to access learning area content.

The EAL/D Learning Progression includes broad descriptions of the characteristics of learner groups at each of the four phases of English language learning. (See Appendix 1 for descriptions of these phases). EAL/D students of any age may be in any of the English language learning phases.

© NSW Department of Education, Jul-20

The EAL/D Learning Progression should be used to describe the level of students' English language proficiency. Using the tool, EAL/D students are identified as being in one of four broad phases – Beginning, Emerging, Developing or Consolidating. The EAL/D Learning Progression has 3 different tools for K-2, 3-6 and 7-10. In NSW Government schools, the 7-10 tool is used for stages 4, 5 and 6.

Table 6 – overview of EAL/D phases

Phase	Average time	Description
Beginning English	6-9 months (<1 year)	Students with age appropriate print literacy in their first language. This may include Kindergarten students who are born in Australia.
Beginning English, limited literacy background	6-9 months (<1 year)	A subcategory to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language. This may include students from refugee backgrounds. It is not intended to describe Kindergarten students who have age appropriate pre-literacy skills.
Emerging English	1-2 years	Students who have a growing degree of print literacy and oral language competency with English.
Developing English	2-5 years	Students who are further developing their knowledge of print literacy and oral language competency with English.
Consolidating English	5-7+ years	Students who have a sound knowledge of spoken and written English, including a growing competency with academic language.

Students' overall EAL/D learning progression phase must be recorded and regularly updated in the Maintain EAL/D function of ERN. Information on LBOTE students for whom EAL/D support is not required should also be recorded. The phase data entered in ERN is used to determine a schools' English language proficiency (ELP) equity loading each year.

Please note that Aboriginal and Torres Strait Islander students who speak a traditional language or a creole should be assessed using the EAL/D Learning Progression. For speakers of Aboriginal English or some other non-standard variety of English the EAL/D Learning Progression may not be appropriate.

For more information visit the Aboriginal Education and Communities Directorate webpage.

More information about the EAL/D Learning Progression can be found in the ACARA EAL/D Teacher Resource.

EAL/D Learning Progression: Kindergarten

Kindergarten students' English language learning proficiency is identified using the ACARA EAL/D Learning Progression K-2. When identifying a kindergarten students' English language proficiency using the EAL/D Learning Progression, it is important to consider their literacy and language skills in relation to their age. As such, it is very unlikely that any kindergarten student would be considered as 'Beginning limited literacy' unless they have had no exposure to books or print in any language. EAL/D students are not expected to be able to read or write in any language when entering school, which is the same for those students who are proficient in Standard Australian English (SAE). Therefore, it is important not to automatically place all EAL/D kindergarten students at the Beginning phase, but rather to consider their level of language proficiency in relation to their age and stage of development.

ACARA Annotated Content Descriptions

As part of the EAL/D Teacher Resource, ACARA has produced annotated content descriptions to support teachers implementing the Australian Curriculum in English, Mathematics, Science and History. The annotations describe the linguistic and cultural considerations implied by syllabus content descriptions. The annotations have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging, help teachers to understand students' cultural and linguistic diversity and provide examples of teaching strategies supportive of EAL/D students.

These documents help teachers identify the English language demands of curriculum outcomes and provide advice about effective teaching strategies.

IEP Curriculum Framework

The Intensive English language programs in IECs and the IEHS are based on the Intensive English Programs (IEP) Curriculum Framework. This curriculum framework addresses both English and curriculum content of the NSW school curriculum. Content is adapted for English language learners to provide students with an orientation to the curriculum at high school. As the students' level of English language proficiency increases the teaching concentrates more on concepts, vocabulary and skills required in preparation for study at high school. Copies are available from the Henry Parkes Equity Resource Centre.

ESL Steps

The ESL STEPS: ESL Curriculum Framework K-6 is a planning and programming tool for teachers of EAL/D students. It demonstrates how EAL/D students with varying levels of

© NSW Department of Education, Jul-20

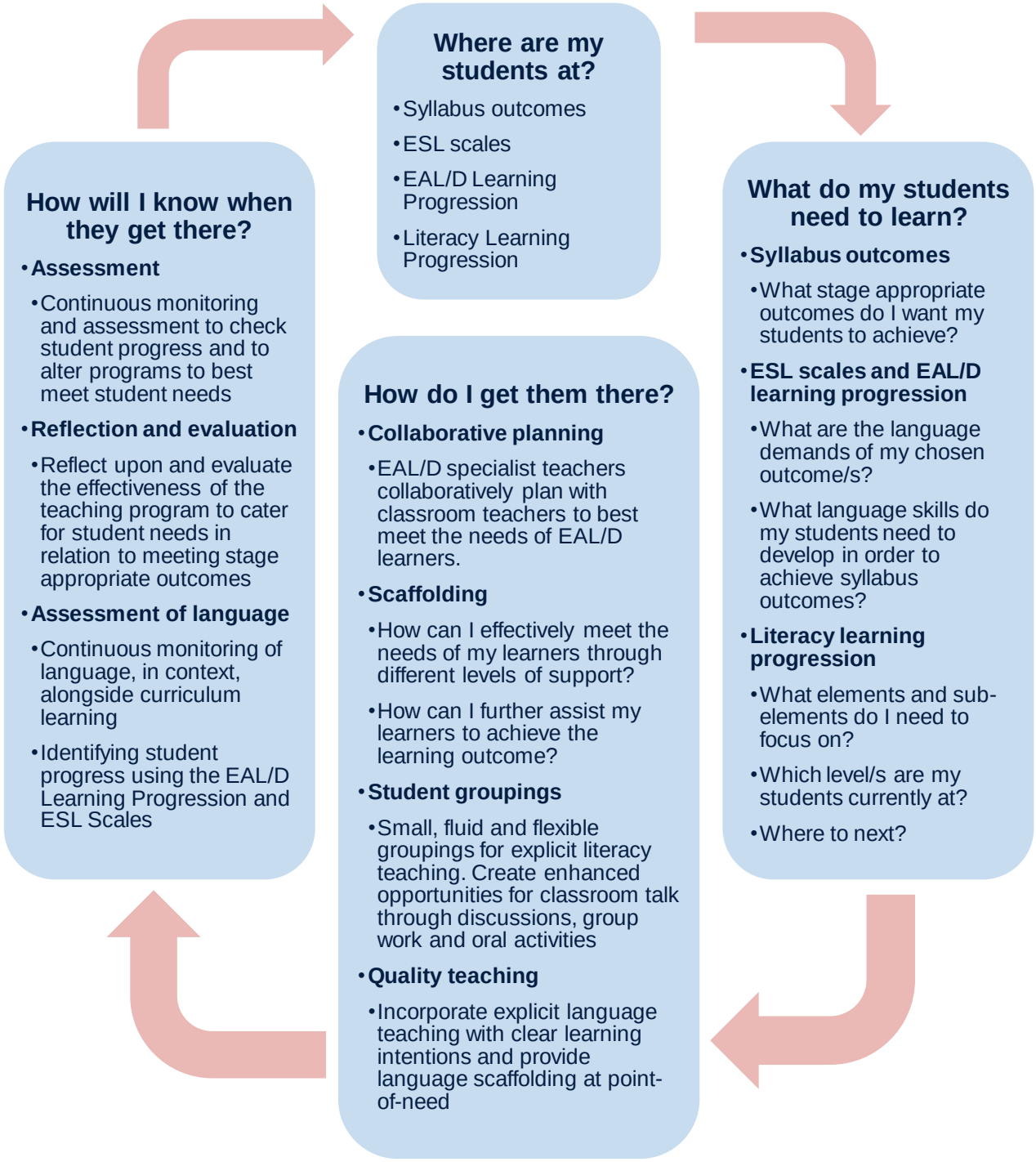
English language proficiency can be supported to achieve curriculum outcomes at their appropriate stage of learning.

The framework is designed for use across all K-6 stages and within any KLA. It is organised in a series of ‘steps’ which show the progressive development of English language skills, linked to both the ESL Scales and K-6 syllabus stages. Copies are available from the Henry Parkes Equity Resource Centre.

Planning using the ESL Scales, EAL/D learning progression and literacy learning progression

The ESL Scales, EAL/D Learning Progression and Literacy Learning Progression provide teachers with information regarding English language and literacy development. These tools are not intended to be mapped together as the information they provide teachers is different. Analysing information collected using these tools will provide teachers with a holistic view of a student’s English language and literacy skills as well as supportive teaching strategies.

Figure 7 – planning using the ESL Scales, EAL/D Learning Progression, Syllabus and Literacy Learning Progression



© NSW Department of Education, Jul-20

Henry Parkes Equity Resource Centre

The Henry Parkes Equity Resource Centre library houses over 45,000 resources including multi-media classroom resources, teaching and learning resources and professional development materials. Borrowing items from the library is free for all teachers, with items mailed directly to schools.

Bilingual books and dictionaries are also available from the library in a range of languages.

Membership forms can be completed online. Teachers can access the libraries resource catalogue online, or by visiting the centre. For more information please visit the Henry Parkes Equity Resource Centre webpage.

Differentiating Assessment

When working with EAL/D students, teachers need an understanding of students' level of English language proficiency to identify where explicit teaching is required, as well as the level of support needed to help them access the curriculum in the learning area. A range of student assessment data should inform teachers' judgments about EAL/D students' language learning development.

Differentiated assessments using strategies appropriate to EAL/D students' level of language learning will identify their current knowledge of curriculum content and language.

Diagnostic assessment is a crucial starting point for the effective teaching of EAL/D students. It provides information about where students are in terms of their general English language learning, their mastery of the academic language demands of each learning area and their knowledge of curriculum content.

Assessment for, of and as learning should focus on students' skills and understandings in each of the language modes — listening, speaking, reading/viewing and writing, as well as their performance in relation to curriculum outcomes.

EAL/D students who do not meet curriculum outcomes are not necessarily 'underperforming', but may be achieving at levels commensurate with their phase of English language learning.

Comprehensive assessment data can be gathered through a variety of assessment strategies including:

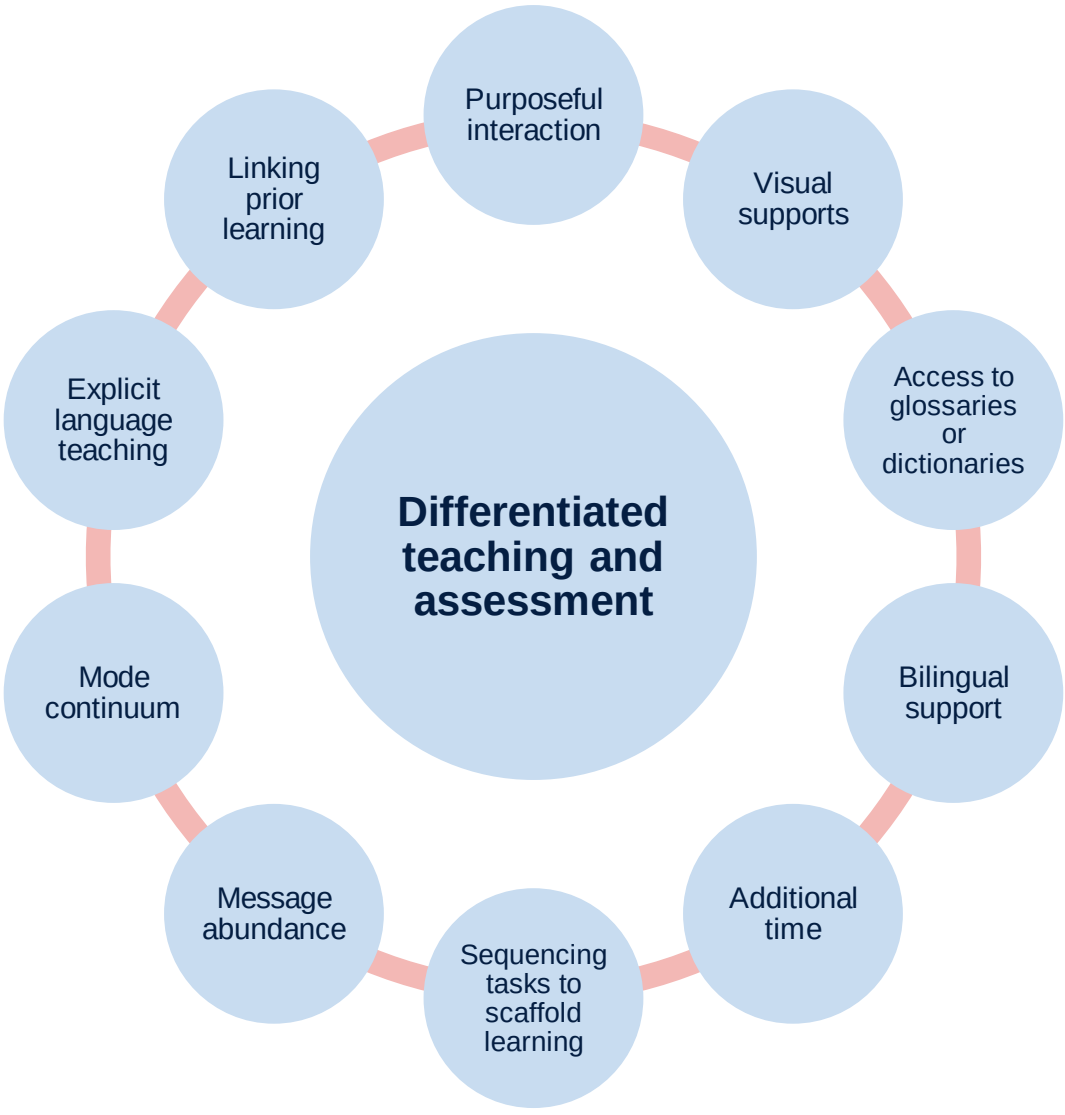
- analysis of student writing,
- observations of oral interactions and/or interviews with students,
- reading logs,

- students' self-assessments,
- classroom learning activities,
- more formalised and rehearsed oral activities, and
- discussions or descriptions of items related to curriculum content.

Ensuring students are provided with appropriate support during assessments is important. Support may include:

- additional time,
- access to bilingual dictionaries,
- additional scaffolds eg: visual aids, writing scaffolds, access to word walls/ classroom displays, or
- bilingual instruction.

Figure 8 – differentiated teaching and assessment



© NSW Department of Education, Jul-20

Reporting to parents

The Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 requires schools to compare student achievement against a state-wide syllabus standard in each KLA. Schools must use a five point achievement scale to report to parents for students in years 1-10 (3.2.2). Kindergarten students achievement is reported to parents through teacher comments aligned with syllabus standards (3.2.1). EAL/D students who have been in an Australian school for more than four terms must also have their achievement in KLAs, or secondary subjects, reported using the five point achievement scale.

If appropriate, primary, central and high schools may report newly arrived EAL/D student achievement against the five point achievement scale. For newly arrived EAL/D students, schools also have the option of electing to provide comments only for each subject, rather than using the five point achievement scale.

For new arrival EAL/D students in Intensive English Centres (IECs) and Intensive English High Schools (IEHS), students' achievement in other KLAs are to be described against the standards of the department's IEC Curriculum Framework.

Reporting on English language proficiency

The Policy Standards for the Curriculum Planning and Programing, Assessing and Reporting to Parents K-12 outlines policy standards for reporting on EAL/D student progress in learning to parents, with reference to points 3.1.4 and 3.2.4.

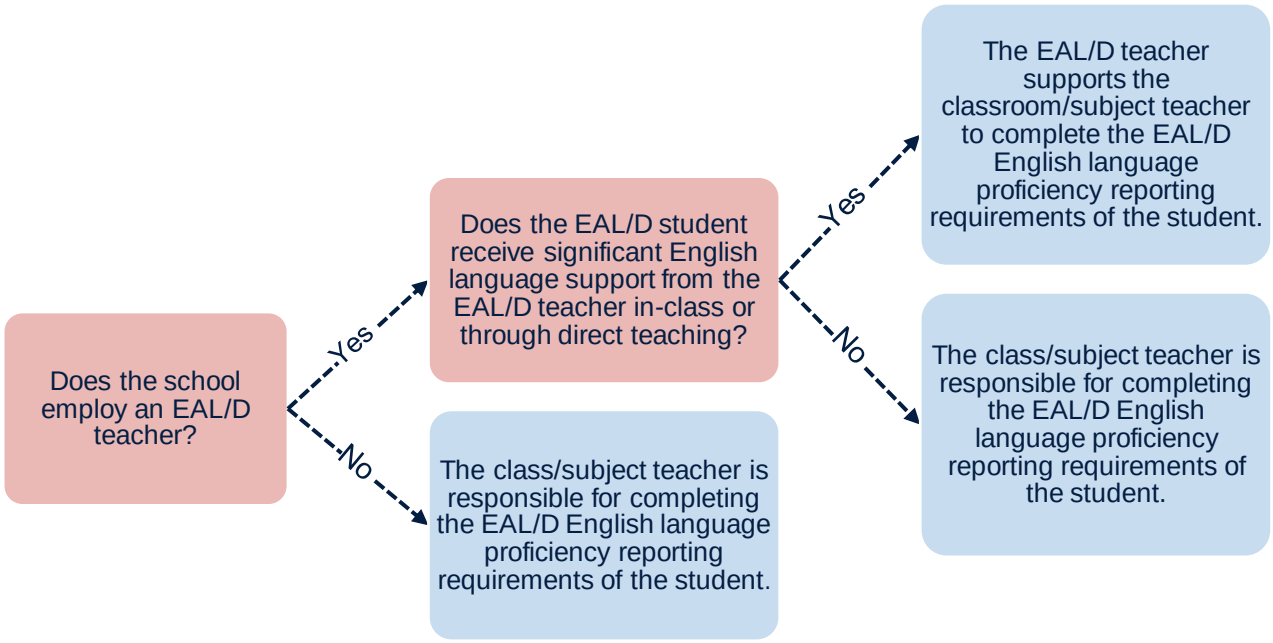
In addition to standard reporting requirements for all students, reports for K-10 EAL/D students should include the following information:

- an overall EAL/D Learning Progression phase,
- how English language learning has been supported, and
- how English language learning has progressed.

EAL/D phases are determined using the ACARA EAL/D Learning Progression. EAL/D phase information must be recorded in ERN and updated twice a year.

Schools are required to put processes in place that ensure that information regarding EAL/D students' English language proficiency is effectively communicated to parents. School processes need to clearly identify the roles and responsibilities of teachers, including class/subject teachers and EAL/D teachers, in the reporting process. The flowchart below comes from the Reporting English language proficiency to parents: written reports support document and describes a process for allocating English language proficiency reporting responsibilities to teachers.

Figure 9 – allocating English language proficiency reporting responsibilities to teachers



Reports for new arrival students (students who have been enrolled for less than four terms in an Australian School), may only require a comment for English. Other KLAs or subjects may be reported against the five point achievement scale if appropriate.

Students who receive significant or direct EAL/D support from an EAL/D teacher, in particular students who are withdrawn from regular classes, may receive a separate EAL/D report in addition to their regular class and subject reports. The EAL/D report should outline the progress of English language learning with comments being informed by assessment using the ESL Scales.

For more information, please refer to Appendix 2: Reporting English language proficiency to parents: written reports.

© NSW Department of Education, Jul-20

Data informed effective classroom practice

A number of key theories supported by international and local research about the nature of second language acquisition and the EAL/D pedagogy that underpins EAL/D teaching and learning in NSW government schools are outlined below.

Key principles for EAL/D teaching and learning

Language and context

Language is learned through meaningful use in a variety of contexts. The curriculum provides authentic contexts for the development of the academic language requirements of subject specific texts.

One of the most significant theories on which EAL/D teaching is based is Michael Halliday's theory of language and context (1993). This theory asserts that whenever language is used the context determines how it is used. This is relevant to the teaching in all curriculum areas as reflected in all NSW Syllabuses K-10 which require teachers to explicitly teach audience and purpose in all communication contexts.

Know your learner

In order to design teaching and learning opportunities that are responsive to the individual wellbeing and learning needs of EAL/D students, it is essential that teachers know their learners. The Australian Professional Standards for Teachers expects teachers to have a deep knowledge of their learners stating that 'teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students' (NESA, 2018, p.5).

Having an understanding of learners' prior schooling, language proficiency in first language and language proficiency in English can assist teachers to design teaching and learning opportunities that are responsive to their needs.

For more information, refer to the Planning for teaching and the Who are EAL/D learners? sections of this document.

Schema theory

Effective teaching for EAL/D students requires teachers to build students' background knowledge about content and language knowledge specific to each subject area.

Schema theory is based on the belief that "every act of comprehension involves one's knowledge of the world as well" (Anderson et al. in Carrell and Eisterhold, 1983, p.73). In other words, readers interpret text through the interactive process of "combining textual information a reader brings to a text" (Widdowson in Grabe 1988, p.56). Readers' mental stores are termed 'schemata' (after Bartlett in Cook 1997, p.86) and are divided (following Carrell 1983) into two main types:

- Content schemata – background knowledge of the world
- Formal schemata – background knowledge of language structure

Pauline Gibbons uses the theory of Schema (Scaffolding Language Scaffolding Learning, 2002) to describe the resources we draw on when reading. She explains how good readers draw on culturally acquired knowledge when comprehending written language and asks teachers to consider the difficulties that arise for EAL/D students who do not have the same cultural or world knowledge as the writer of the text. Schema research has informed our understanding of the importance of building field knowledge and linking prior learning for EAL/D learners.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Jim Cummins (1991) makes a distinction between conversational and academic aspects of language proficiency. In describing the distinction between these two types of language Cummins used the terms Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). His research showed that it takes up to two years for a newly arrived EAL/D student to be fluent in BICS but that it takes from five to seven years to develop CALP in a second or additional language with EAL/D support. Further research by Thomas and Collier (1997) indicated that for refugee background students who have had disrupted schooling and may have limited literacy in their first language, the length of time required to master the language required of the school context may be up to eleven years. This research indicates the importance of ongoing specialist EAL/D support, beyond intensive English provision, if EAL/D students are to develop proficiency in academic language and gain access to curriculum language and learning.

© NSW Department of Education, Jul-20

Research into the use of spoken language in the classroom (Martin, 1985) describes the mode continuum, the importance of planning for oral interaction to scaffold literacy learning and the importance of explicit teaching of language structures and features to support student transition from every day to academic language competence.

Scaffolding

Scaffolding plays a critical role in English language learning. The term 'scaffolding' was first used by Wood, Bruner and Ross (1976). In the context of language teaching it describes the temporary assistance and support structures that teachers provide to enable their students to complete a task or develop new understandings so that they will eventually be able to complete similar tasks or apply new knowledge independently. As the learner develops control of the 'new' the teacher withdraws support, providing it again at the next stage in learning.

Gibbons (2009) identified two types of scaffolding which support teachers in creating learning opportunities for students. These are designed scaffolding and interactional scaffolding. Designed scaffolding, also commonly referred to as built-in or designed-in scaffolding, is the 'planned support – those activities consciously selected to scaffold learning' (p.153) that are organised prior to teaching. Designed scaffolding may include the following elements:

- Careful sequencing of tasks which build on previous learning,
- Planned participant structures to support learning eg pair work, group work and first language pairings,
- Learning that builds on students prior knowledge,
- Clear explicit learning goals which are discussed with students,
- Explicit language learning goals alongside content learning,
- Presenting information in a variety of formats - amplifying rather than simplifying curriculum through message abundancy,
- Planned opportunities for controlled, guided and independent learning, and
- Opportunities for talk about language.

Interactional scaffolding, commonly referred to as contingent or point of need scaffolding, refers to how 'teachers provide scaffolding through the way they respond to what students say' (p.158). Interactional scaffolding may include the following elements:

- Recapping what students have said,
- Appropriating students' responses and recasting them to extend vocabulary choices,
- Providing extended processing and responding time, and

- Providing additional information, ideas or suggestions to support student learning.

Research by Vygotsky (1978) indicates the significance of interaction in learning. Through exploratory talk, students explore and clarify concepts. Classroom talk allows students to explore thought through questioning, hypothesising, clarifying and responding to others.

Research by Ellis (1994), Swain (1995) and Van Lier (1996) suggests that interaction is also a significant factor in second language learning. When learners are pushed to produce extended stretches of language they have to process language more deeply, providing a greater challenge for their language skills. Students have to focus on ways to make their language more coherent, comprehensible and grammatically correct for their listeners. Students learn through re-wording to clarify. Research shows the importance of linking into students' prior learning when teaching new skills and knowledge.

Practical scaffolding ideas can be found in the Differentiation and scaffolding section of this document.

Utilising students' home language

Utilising students' home language supports learning in English. Pauline Gibbons's (1991) research into bilingualism suggests that high levels of literacy skills in the home language greatly facilitate the learning of English. Gibbons uses an example where an English speaking student is being taught to tell the time in a new language. Though the language itself is new, the concepts are familiar ones, and what would be developing in this situation is a new 'label' for prior learning. It would be more difficult to learn to tell the time in an unknown language if the student has not first learned to do it in their home language. It would be even more difficult if they had never seen a clock because there would be no concept they could connect with the new language.

Utilising home language in the classroom can be beneficial to students. For many students who are learning English for the first time, being able to discuss concepts or clarify their understanding using home language can support their development of concepts and making connections between their home language and English. It is for this reason that SLSO bilingual allocations are provided for some schools.

Clarity and sharing purpose

Clarity and sharing purpose for learning enhances understanding. John Hattie (2013) argues that in order for students to be able to learn effectively they need to have clarity around what it is they are learning, the purpose for the learning and the process required to be successful. Research by Jenny Hammond (2014) found that many students, particularly students from refugee backgrounds, often take part in learning activities without understanding what it is they are supposed to learn, or the purpose for the learning. Learning intentions and success criteria (LISC) should therefore be explicitly

© NSW Department of Education, Jul-20

shared with students at the beginning of a lesson, and referred to throughout lessons, to ensure students have clarity around learning expectations.

Planning for teaching

Planning for EAL/D learning using differentiation of teaching and assessment draws on the key principles and research outlined above. This approach provides a guide to planning and programming for integrated EAL/D teaching, assessment and for developing carefully sequenced activities that enhance students' learning to enable them to achieve target language and curriculum outcomes.

When planning a teaching program, teachers should identify and incorporate tasks where EAL/D learners can demonstrate evidence of having achieved outcomes or learning goals. It is important to consider the type of scaffolding needed to ensure students are able to complete the tasks successfully and demonstrate learning to their full potential. Teachers should provide a range of assessment strategies and plan opportunities for meaningful feedback in a variety of forms.

For English language learners the language layout and cultural content of standardised tests (NAPLAN, Best Start) may limit EAL/D learners' ability to demonstrate understanding. Assessment tasks, standardised tests and examinations generally assess students' knowledge and skills through written tests. As a result, the focus of assessment can shift away from curriculum knowledge to an assessment of English language.

Using student data in planning

The identification of LBOTE students who may require support to learn English as an additional language should begin at enrolment. This information, which includes country of birth, previous schooling, language/s spoken, residency status, passport and visa numbers as well as length of time a student has been studying in an Australian school, should be maintained in ERN.

Teachers should add to this information when they carry out initial English language proficiency assessments. EAL/D students should be assigned one of four broad phases of the EAL/D Learning Progression: Beginning, Emerging, Developing or Consolidating. This phase information, which should be regularly updated in ERN, can be used for targeting students for inclusion in the EAL/D program.

Specialist EAL/D teachers can build more detailed profiles of students' language learning needs using the ESL Scales. The ESL Scales describe in detail the English language development of EAL/D learners and are used as a diagnostic tool to identify EAL/D learner skills and provide a guide for programming, assessment and reporting. The ESL Scales can support the differentiation of assessment for EAL/D learners. It can assist teachers to

identify and track their EAL/D students' progress in learning. The ESL Scales provide additional information about English language development of EAL/D learners that can supplement information from the National Literacy Learning Progression and assist teachers to differentiate teaching and assessment for EAL/D learners.

HSC, NAPLAN, Best Start Kindergarten, Best Start Year 7 and PLAN 2 data, when disaggregated to show results for EAL/D learners, may provide additional information regarding the needs of this target group. The EAL/D learner group may be disaggregated even further to consider students with refugee backgrounds and newly arrived students. For Beginning students with limited English language proficiency, information about the students' proficiency in their home language will assist teachers to differentiate teaching and assessment. For kindergarten or year 7 students, the Best Start assessment, conducted informally in the student's home language by a community language teacher, can be used to identify literacy and numeracy skills in the home language.

For more information on planning tools, including the EAL/D Learning Progression and ESL Scales, see Curriculum, Assessment and Reporting.

EAL/D Pedagogy and effective teaching elements

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.

The model of EAL/D pedagogy and differentiation described in this document has evolved from research which was undertaken collaboratively by UTS (Hammond, Gibbons, Michell et al) and the Department of Education in 2001 and later between 2004 and 2006 in the context of the Quality Teaching Initiative. It has been further strengthened as a result of ongoing action research and collaboration with UTS until 2012. This model of pedagogy is used as the basis of EAL/D professional learning for NSW teachers including Teaching English Language Learners (TELL) and Teaching Students from a Refugee Background (TSRB).

Teachers should begin by identifying their students' level of English language proficiency and becoming 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, frontloading, ensuring message abundancy 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.

EAL/D teachers are a valuable resource, in and across schools, as leaders and mentors for other teachers in developing understanding and strategies in EAL/D pedagogy.

© NSW Department of Education, Jul-20

Experienced EAL/D specialists can guide, demonstrate and lead colleagues to better identify and cater for the needs of EAL/D learners.

Differentiation and scaffolding

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.

For EAL/D learners, differentiation refers to the design of the classroom environment, curriculum content, processes and products being inclusive of the unique cultural and English language needs of EAL/D learners. In the ACARA EAL/D Teacher Resource reference is made to a pedagogy of entitlement:

> A pedagogy of entitlement and language support requires that teachers select and use a range of strategies that build language skills whilst simultaneously allowing EAL/D students access to the content of the curriculum.
>
> *ACARA EAL/D Teacher Resource*

Scaffolding is support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own (Hammond, 2001). Scaffolding can assist EAL/D students to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. Examples of strategies for differentiating through scaffolding can include: providing more time and input to build field knowledge, providing visual or bilingual supports, breaking tasks into smaller sections, giving explicit instruction on English language features, sequencing teaching and learning activities to provide controlled, guided and independent support, providing models to support learning, arranging opportunities for practise and feedback, ensuring language is in context and creating opportunities for oral interaction.

Scaffolding has three major characteristics:

1. It is temporary help that assists a learner move towards new concepts, understanding and language.
2. It enables a learner to know how to do something (not just what to do), so that they will be better able to complete similar tasks alone.
3. It is future orientated: in Vygotsky's words, what a learner can do with support today, he or she will be able to do alone tomorrow (Gibbons, 2009).

Designed-in and contingent scaffolding are necessary elements of quality EAL/D pedagogy and practices.

Table 7 – types of scaffolding

Types of scaffolding	Examples
Designed in/ planned scaffolding: planning for teaching, learning and assessment.	Activities that provide: • Links to prior knowledge of language and content • Varied structures/ groupings (eg L1, language proficiency, mixed groupings) • Sequenced tasks to scaffold language and content learning • Clear learning goals • Message abundance • Mediational texts • Metalinguistic and metacognitive awareness • Explicit and targeted language teaching • Opportunities for students to progress along the mode continuum • Purposeful interaction (task design and sequence) • Links to prior knowledge
Contingent/ interactional scaffolding: curriculum language and literacy demands.	Interactions that: • Link new learning to prior learning and experience • Allow for appropriating and recasting student contributions • Recap/ sum up key learning • Extend student talk • Stretch students use of language (recapping, going beyond IRF, supportive feedback, appropriating and recasting, extending wait time)

© NSW Department of Education, Jul-20

Table 8 – a model of scaffolding

Model of scaffolding	Description	Elaboration
Controlled support	These are activities designed to provide students with the target language they need. Students are primarily using receptive language skills and are noticing aspects of the target language. Language input occurs.	Controlled support: • is usually teacher driven and planned • can be teacher or activity led • supplies the targeted language needed • involves planned modelling of language
Guided support	These are activities designed so students have multiple exposure to, and practice of, the target language. Students are using both receptive and productive language skills and are recycling language. Language intake occurs.	Guided support: • is usually activity led • provides partial scaffold for students as they apply and practise language • often involves students working in groups or pairs • provides opportunities to rehearse language
Independent support	These are activities designed to allow independent use of language. Students are predominately using productive language skills to recast language. Language uptake occurs.	Independent support: • allows students to demonstrate their use of targeted language • involves little or no scaffolding for students in their use of language • often involves students working individually

Collaborative planning

Planning is an important element in implementing EAL/D support. Classroom teachers and EAL/D specialists bring different information to the planning process. Classroom teachers have curriculum and subject knowledge. EAL/D teachers have knowledge about second language acquisition and effective EAL/D pedagogy. Teachers can work together to identify the level of English language proficiency of the learner, the cultural and language demands of the syllabus and the best way to approach teaching and learning to support EAL/D learners in the class.

Collaborative planning can involve the EAL/D teacher and a single classroom teacher, or can involve the EAL/D teacher and a group of teachers working together. Planning can take place at a lesson or unit level.

When the EAL/D teacher allocation is small or the number of students requiring EAL/D support and their class/year placement is widespread, collaborative planning may represent an optimal use of EAL/D teacher expertise. EAL/D specialist input into subject classroom programs may have greater impact than brief, irregular or infrequent teaching sessions.

Collaborative planning is most effective when the roles and expectations of those involved are clear. It is also important that teachers involved in collaborative planning are supported with time and resources to meet and plan.

Cooperative teaching

Cooperative teaching is an effective strategy for providing EAL/D support. It is most effective when both the classroom teacher and the EAL/D specialist have a shared understanding of the diversity of learners and EAL/D pedagogy. Teachers share responsibility for planning, teaching and assessing students. Cooperative teaching allows for flexible classroom organisation including group work and individual conferencing.

Teachers who are cooperative teaching should be supported to meet on a regular basis to plan and evaluate teaching, learning and assessment activities.

For more information see EAL/D teaching modes of delivery.

EAL/D pedagogy and practices

Table 9 – a glossary for EAL/D pedagogy and practices (Adapted from Teaching English Language Learners (TELL), 2013)

EAL/D pedagogy and practices	Explanation
BICS and CALP (Cummins, 1984)	Basic Interpersonal Communication Skills (BICS) describes language needed for every day social interaction. Cognitive Academic Language Proficiency (CALP) refers to the academic language required for success at school.
Collaborative learning	A learning situation where two or more students work together to complete a task or solve a problem.
Cultural capital (Bourdieu, 1973)	Culturally specific ideas, knowledge and values students have for social and academic purposes that may vary from those in standard Australian English.
Frontloading	Involves activities to activate or build knowledge students will need to engage with a text. Provides a framework to support and organise new concepts, skills and knowledge.
L1	First language or home language.

© NSW Department of Education, Jul-20

EAL/D pedagogy and practices	Explanation
Message abundancy	Giving similar content in a variety of ways, some of them non-linguistic. In this way the curriculum is amplified, not simplified.
Mode continuum	A continuum of language from most 'spoken-like' to most 'written-like', from most informal to more academic. For success at school students need explicit instruction to move along the continuum to produce increasingly academic language.
Noticing, recycling and recasting	Noticing primarily involves students using receptive language to engage and participate in learning. Recycling involves students using both receptive and productive language skills to apply and practise new learning. Recasting involves students using productive language skills to accomplish an activity.
Rich task	Rich tasks involve broad aspects of assessment including product and processes for a genuine purpose. Rich tasks allow students to engage in various modes of language and to demonstrate their understanding in a variety of ways.
Scaffolding	Providing support to students to learn increasingly complex concepts and skills and gradually removing this support as students acquire mastery. Scaffolding can take many forms visual, written or oral. Teachers can plan scaffolding support for students (designed-in) or can provide scaffolds at the point of need (contingent).
Zone of proximal development (ZPD)	The area between what a learner can do without help and what they can achieve with support; considered the optimum area for learning to occur.

Professional Standards and Professional Learning

Teacher accreditation

The Australian Professional Standards for Teachers provides a framework to understand the practice and professional engagement required by teachers. Understanding the characteristics of EAL/D learners, in particular recognising and addressing the needs of students from culturally and linguistically diverse backgrounds, is a key component of the requirements of Standard 1 Know Students and How they Learn.

Table 10 – Standard 1 from the Australian Professional Standards for Teachers (NESA, 2018)

Standard 1 Know students and how they learn	Graduate	Proficient	Highly Accomplished	Lead
Students with diverse linguistic, cultural, religious and socio-economic backgrounds	1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Other standards can be linked directly to demonstrating and sharing expertise in EAL/D pedagogy. Experienced EAL/D specialists, in the context of their role as classroom practitioners working collaboratively with other teachers, may be able to demonstrate evidence at higher levels.

© NSW Department of Education, Jul-20

The EAL/D standards elaborations

To support EAL/D specialists in the accreditation process the Australian Council of TESOL Associations has developed a draft elaboration of the Australian Professional Standards for Teachers: the EAL/D Standards Elaboration. The EAL/D Standards Elaboration does not replace the Australian Professional Standards, but guides school leaders and EAL/D specialists into ways of interpreting the current standards to reflect EAL/D teacher practice and expertise.

Higher levels of accreditation

Highly effective, innovative, exemplary teachers who meet the eligibility requirements set out in the Policy for Accreditation at Highly Accomplished and Leader Teacher are eligible to apply to be accredited at higher levels, including EAL/D specialist teachers. The application process involves:

- collecting, annotating and submitting sets of evidence which demonstrate the Standard Descriptors for Highly Accomplished or Lead Teacher,
- having written statements from referees which describe your practice aligned with the Standards, and
- an external observation of practice.

More information about accreditation can be located on the NESA website.

Professional learning programs

Courses developed by the Multicultural Education team which specifically support the implementation of the EAL/D Advice for Schools include:

EAL/D professional learning

EAL/D Orientation: For Teachers Newly Appointed to EAL/D Positions – RG00336

The EAL/D orientation course is offered to support teachers newly appointed to EAL/D positions. The course assists teachers to identify EAL/D learners, organise effective EAL/D support, become familiar with EAL/D pedagogy and tools, and gain awareness about their roles and responsibilities in schools. Completing the course provides 15 hours of registered training at Proficient teacher level.

Using the EAL/D Learning Progression – RG01032

The course examines the English as an Additional Language or Dialect (EAL/D) Learning Progression. It has been developed for classroom teachers, EAL/D specialist teachers and school executive staff to develop their knowledge and understanding of the EAL/D Learning Progression.

The course can be completed online as self-paced modules supported by a supervisor or delivered by an EAL/D facilitator. Completing the course provides 5 hours of registered training at Proficient teacher level.

Teaching English Language Learners across the curriculum (TELL) – RG00225

Teaching English Language Learners is suitable for all teachers and is designed to deepen teacher knowledge of students from culturally and linguistically diverse backgrounds. TELL is presented over six 2 hour modules and supports teachers to identify the language and cultural demands of their subject areas. TELL is a registered course and can only be delivered by trained facilitators. Completing the course contributes 24hours of registered professional learning at Proficient teacher level.

Leading EAL/D Education: Developing evidence-based whole school strategies – RG00354

The Leading EAL/D Education initiative aims to build the capacity of schools to improve the learning and wellbeing of students learning English as an Additional Language or Dialect (EAL/D) including those from a refugee background. School teams undertake a collaborative, inquiry based project to improve EAL/D practices and provide more effective support for EAL/D students. Participation in this initiative is by expression of interest. Expressions of interest are sought from interested schools once per year. Completing the course contributes to 20 hours of registered professional learning at Lead teacher level.

TESOL Seminars

TESOL seminars are designed for TESOL qualified EAL/D teachers currently teaching in EAL/D positions in a primary, secondary, IEC or IEHS setting. Three TESOL Seminars are offered each year on a variety of topics relating to current EAL/D research, pedagogy and practice. Each TESOL Seminar contributes to 5 hours of teacher identified professional learning at Proficient teacher level.

© NSW Department of Education, Jul-20

EAL/D Network Meetings

EAL/D Network meetings are held each term at various locations around NSW. These meetings are designed for teachers working in EAL/D positions and provide an opportunity for networking and professional learning. Meetings are regularly advertised via SchoolBiz.

New arrivals and refugee student professional learning

EAL/D New Arrivals Program

Each year a range of courses are offered to support teachers of newly arrived students. The courses are presented through a variety of platforms including Adobe Connect. Courses are advertised in SchoolBiz and recorded Adobe connects are available via the Multicultural Education page on the Department of Education website.

Supporting Students from a Refugee Background – RG01969

Supporting Students from a Refugee Background is a 5 hour online course which builds teachers understanding of refugee experiences, disrupted schooling, and challenges associated with resettlement and learning English as an additional language.

Teaching Students From a Refugee Background - RG00332

Teaching Students From a Refugee Background examines the needs of refugee students and asks participants to reflect on their teaching practices based on a theoretical framework of EAL and literacy pedagogies. The course is run by trained facilitators and includes five 2 hour modules and five 2 hour between module tasks including professional readings as well as activities designed to allow participants to apply the module content. Completing the course contributes to 20 hours of registered training at Proficient teacher level.

S.T.A.R.S in Schools: Supporting Students from Refugee Backgrounds – RG00478

S.T.A.R.S in Schools: Supporting students from refugee backgrounds is a 5 hour registered professional learning course at Proficient teacher level. The course helps schools to support the successful resettlement of students from refugee backgrounds, promote effective teaching strategies and learning and to assist school staff in responding with sensitivity and awareness to behavioural issues that may arise for refugee students. It

is based on the STARS framework, developed by UNICEF. STARS stands for Safety, Trust, Attachment, Responsibility and Skills.

Anti-racism and multicultural education professional learning

Facing up to Racism – Part 1 RG02846 and Part 2 RG02848

Facing up to Racism- Part 1 is designed to develop teachers understanding of racism. This includes recognition of the historical origins of racism and the impacts of racism. The course content of this online course includes scope and dimensions of racism in Australia and the impact of racism on individuals and communities. It is a 5 hour accredited course at Proficient teacher level.

Facing up to Racism- Part 2 is a face-to-face course which extends upon teacher knowledge gained in course 1. Facing up to Racism- Part 1 is a prerequisite for completing Part 2.

Culturally Inclusive Teaching and Learning – RG01521

Culturally Inclusive Teaching and Learning is an online course designed to support teachers in implementing culturally inclusive teaching practices so that all students can participate successfully in our culturally diverse society. Culturally inclusive practices recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages and world views. Completing this course contributes to 4 hours of registered training at Proficient teacher level.

Facilitator training

Opportunities for experienced EAL/D teachers to train as facilitators are available for the following courses:

Teaching English Language Learners (TELL) Facilitator Training – RG00220

TELL Facilitator Training provides participants with opportunities to develop a deep understanding of the EAL/D pedagogy that underpins the TELL course and explores research about designing effective professional learning. Successful participants will be authorised to present the TELL course, which provides NSW public schools with a comprehensive program of professional learning to enhance the capacity of class teachers

© NSW Department of Education, Jul-20

to meet the needs of EAL/D students. Completing the facilitator training contributes to 10 hours of registered training at Highly Accomplished teacher level.

Facilitator Training: STARS in Schools – RG01506

This facilitator training prepares teachers, learning and support teachers, school counsellors and school executive who have experience working with students from refugee backgrounds to co-facilitate the STARS in Schools: Supporting students from refugee backgrounds 5 hour registered professional learning course. Completing the facilitator training contributes 5 hours of registered training at Highly Accomplished teacher level.

Teaching Students from a Refugee Background Facilitator Training – RG00495

This course prepares experienced EAL/D teachers and school leaders to become facilitators of the Teaching Students from a Refugee Background (TSRB) professional learning program. Trained facilitators will be authorised to implement the TSRB program within their own school as well as in other schools. Completing the facilitator training contributes to 10 hours of registered training at Highly Accomplished teacher level.

Professional learning opportunities and programs are being continually developed and updated. Please refer to the Multicultural Education website for the most up to date list of professional learning courses.

A range of recorded Adobe Connect professional learning videos are also available on a range of topics.

Courses from Aboriginal Education and Communities Directorate

Courses run by Aboriginal Education and Communities Directorate include:

Deadly Dialects P-2 professional learning

Deadly dialects is an online professional learning program that builds staff capacity in understanding Aboriginal English and how to encourage Aboriginal learners P-2 to code switch. Using this knowledge, teachers and staff P-2 learn to develop early literacy experiences in oral languages, catering for the language learning and cultural needs of young Aboriginal learners P-2. Teachers can access the course via MyPL@Edu.

An Introduction to the Capability Framework; Teaching Aboriginal and Torres Strait Islander EAL/D Learners

This Adobe Connect session outlines the Capability Framework and how teachers can use it to increase their skills, knowledge and capacity to teach Aboriginal and Torres Strait Islander EAL/D learners. Teachers can access the course via MyPL@Edu.

Professional Associations

Association for Teaching English Speakers of Other Languages (ATESOL)

ATESOL NSW Inc. is a non-profit professional association of people teaching English to speakers of other languages. ATESOL NSW regularly hosts teacher professional learning, teach meets and workshops on a variety of topics related to EAL/D teaching and learning. For more information about upcoming events or to become a member visit the ATESOL NSW website.

Australian Council of TESOL Associations (ACTA)

The Australian Council of TESOL Associations (ACTA) is the national coordinating body for all state and territory TESOL: associations.

© NSW Department of Education, Jul-20

Learning Culture and Wellbeing

Supportive and safe learning environments

It is everyone's responsibility in schools to create and maintain harmonious learning environments free from all forms of discrimination. Schools have a shared responsibility to embrace the value and benefits of Australia's ethnic, cultural and religious diversity. Schools should implement strategies and procedures in line with the Anti-Racism Policy and the Wellbeing Framework or Schools.

All teachers are expected to use culturally and linguistically inclusive strategies that support EAL/D learners to participate in classroom activities. These strategies may include encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment. EAL/D learners should be encouraged and supported to participate in all aspects of the school community.

It is important for teachers to understand the cultural complexities of their school communities and the implications of these in the classroom. To improve the learning experience and learning outcomes of all students, teachers should increase their own socio-cultural knowledge and provide teaching and learning opportunities that are culturally inclusive, relevant and flexible. For EAL/D students and their families, this includes providing explicit information about school procedures, curriculum requirements and teacher expectations as well as providing opportunities for students and parents to share their expertise and information about their own needs, expectations and concerns.

Personalised Learning Support

A personalised approach supports EAL/D students by looking at their strengths, interests and specific learning and wellbeing needs. A comprehensive assessment of each student is necessary. Obtaining input from all personnel involved is vital and should include the English as an Additional Language or Dialect (EAL/D) teacher, school counsellor, classroom teacher, stage coordinator and student welfare coordinator. A personalised approach is best coordinated through the school learning and support team.

Developing personalised learning approaches, such as a student learning plan, can help ensure that information about students is collected and support is provided with the appropriate expertise and area of responsibility. More information about developing personalised learning can be found on the Multicultural Education webpage.

Anti-racism Education

The Department of Education is committed to building inclusive school environments and eradicating racism by providing resources and support for teachers, students and the school community to challenge prejudiced attitudes. The Anti-racism Policy ensures that sanctions are applied against any discriminatory behaviours and systems which disallow equal access to educational opportunities. The Anti-racism education - advice for schools support document assists the school community to understand the indicators and effects of racism and provides strategies for countering racism in schools.

Strengthening Community Harmony: Advice and resources for schools provides advice to schools on 'how to build and maintain school community harmony and enhance greater social cohesion'(p.3). The document is divided into three key sections:

- Building and maintaining school community harmony
- Responding in the event of community disharmony
- Resources (including policies, websites, interpreting and translations and sample notes to parents)

Anti-Racism Contact Officer (ARCO)

Schools are required to have a trained ARCO. The ARCO role has three main aspects:

- promoting anti-racism education in schools,
- facilitating the complaints handling process, and
- monitoring processes and practices in regards to anti-racism within the school.

For more information about the role of the ARCO, please visit the Anti-racism education page of the department intranet. The role of the ARCO is available in many languages and can be given to parents and students in their home language at enrolment.

Orientation program for New Arrival students (including students from refugee backgrounds)

To support New Arrival and refugee students' transition into their new schools and lives in Australia, schools should develop an orientation program to assist students to acclimatise to their new surroundings.

The Welcome Program has been developed to assist primary and secondary schools to support newly arrived students who are learning English as an additional language or dialect during their transition to school in NSW. The transition to school in Australia can be

© NSW Department of Education, Jul-20

challenging for recently arrived EAL/D students, particularly those who have had refugee experiences.

Students have to learn English to access curriculum knowledge. They need to become familiar with new school structures, routines, expectations and ways of learning. Students have to make new friends and deal with challenges that may be associated with traumatic experiences, bullying and racism.

The Welcome Program provides orientation sessions which assist with the formation of positive connections between EAL/D students and key people in the school. It provides essential information and support for newly arrived EAL/D students.

For more information about the Welcome Program, visit the Multicultural Education webpage.

Intercultural Understanding

Intercultural understanding is one of the seven general capabilities identified in the Australian curriculum and NSW syllabuses learning across the curriculum content. It encourages a pluralist, just and inclusive society. Intercultural understanding isn't taught in isolation, rather it should be embedded in teaching and learning. Through developing intercultural understanding, students develop an understanding of the complexities of culture, its relationship with individual identities, views and perspectives.

Two resources to support teachers in embedding intercultural understanding are:

- Intercultural understanding through texts reviews texts which address intercultural understanding through conceptual programming. The English concepts explored within the resource are: characterisation, representation, perspective and interpretation.
- Using picture books for intercultural understanding: Learning across the curriculum is a resource for History, Geography, English and Creative Arts K-10. The resources suggests learning activities based around picture books selected for their value in developing intercultural understanding and their literary value.

For more information visit the Multicultural education webpage.

Calendar for cultural diversity

The Calendar for cultural diversity provides annual dates and information for commemorations, celebrations, national days, international days, religious observances and other key events of relevance to NSW public school staff, students and their families.

Through acknowledgement and celebration of these days and events schools can promote social harmony and be engendering positive interactions between students, staff and community members from the range of cultural, linguistic and religious traditions of Australia.

Each year NSW public schools are invited to submit student artwork for possible inclusion in the Calendar for cultural diversity around a given theme.

For more information email culturaldiversitycalendar@det.nsw.edu.au

© NSW Department of Education, Jul-20

Parent and Community Engagement

Engaging LBOTE parents in the school community

Students achieve better outcomes when schools, families and the community work together and when there are positive home-school cultural connections. The Department's Anti-Racism Policy and Multicultural Education Policy requires schools to promote positive community relations with parents and community members from diverse cultural, religious and linguistic backgrounds and encourage their participation in school life.

Strategies to support the engagement of parents may include:

- ensuring interpreters and translations are used for effective communication,
- providing professional learning for all staff in intercultural understanding and cross cultural communication. An online resource, Opening the school gate, is available to all Department staff to assist in developing skills and understanding in this area,
- ensuring that consultative mechanisms and decision making processes are representative of the cultural diversity of the school and utilising specialist resources such as; Opening the school gate: engaging migrant and refugee families, Strengthening community harmony: Advice and resources for schools,
- working closely with Aboriginal Education Officers, Aboriginal Community Liaison Officers and other Aboriginal staff employed within the Department,
- being aware of the 'naming' of non-standard dialects, such as Aboriginal English, is not universally accepted and that many Aboriginal communities may have local terms and names for the home dialects that they use. Alternatively, there may be no other names for these local dialects (of English),
- working collaboratively with local Aboriginal Education Consultation Groups (AECGs) to better meet the needs of Aboriginal students and accurately incorporate local histories,
- engaging a School Community Liaison Officer to facilitate community involvement within the school,
- recognising common challenges for some groups, including newly arrived parents/ carers and identifying practical strategies which may address these challenges, and
- establishing a well thought out parent engagement program which takes into consideration barriers parents may face and accommodates for these eg utilising interpreters where appropriate.

School signage should support the needs of families from diverse language and cultural backgrounds. Schools can also provide parent information sessions focusing on particular language or cultural groups.

Results of the school LBOTE survey should be used to identify the diversity of linguistic backgrounds of students and their families. This information should be used for school planning, to inform the recognition of relevant cultural events and to respond to international events. The concept of 'Cultural Capital' needs to be acknowledged and utilised.

Interpreting and translation services

Interpreting

Staff working in NSW public schools are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well, or who are deaf or have a hearing or speech impairment. It is important to use an appropriately qualified interpreter whenever possible. Interpreting is a specialist skill that is not possessed by everyone who is bilingual. In general it is not appropriate to use students or relatives to interpret. It is particularly important that schools do not use students to interpret in matters relating to student welfare, counselling or attendance.

Public Schools NSW staff may request the services of an onsite interpreter (where available) or may contact parents using the Telephone Interpreter Service. Staff need to provide the Department's client code when accessing the Telephone Interpreter Service. Please refer to the section on Telephone Interpreting in the Interpreting and translations guidelines for access to the Department's client code.

Schools should arrange an onsite interpreter for parents/ carers at enrolment if possible. If an onsite interpreter is not available a telephone interpreter should be used. A translated copy of the enrolment form should also be provided to assist the family in the completion of the enrolment form and ensure accurate information is obtained. Parents, carers and community members can also request an interpreter be available at a meeting, interview or information session. In addition, parents and carers may contact the school using the Telephone Interpreter Service.

For information on how to book and use onsite and telephone interpreters please see the Interpreting and translations page of the Department's website.

Translations

The Application to enrol in a NSW Government school forms the basis of data entered into ERN. These student enrolment forms are regularly updated and are available in 37

languages on the Department's website. Schools should check that the most current version is being used and provide parents with a copy of the translated form, if required. While they must complete the form in English, the translated version helps them to understand what information is being sought.

Parents may feel uncomfortable about indicating any language other than English on the student's enrolment form. They may feel that the school wants them to speak English in the home and are reluctant to indicate that this is not the case. In addition, they may believe that there is some status attached to speaking only English. Ensure all staff are aware of the necessity for correct information about languages other than English spoken. Staff who enrol students need to be aware of the value the Department places on linguistic diversity. They also need to be aware of the critical need to sensitively obtain accurate information.

Many other translated documents are available on the Department's website. A link to the Translated documents can be found on the Multicultural Education webpage. Schools should endeavour to use the available translations to provide parents with important school information and assist in effective communication.

The Department arranges translations of important school information relevant to all or most schools. If schools wish to make suggestions, they can do so by contacting the Communications and Translations Advisor via email interpreting@det.nsw.edu.au, by phone 7814 3124 or through the Interpreting and translations page on the Department's intranet.

Requests for translations relating to individual schools will only be considered in urgent cases relating to student welfare. For more information, please view the Interpreting and translations guidelines.

Community services and support

The NSW Department of Education works closely with a range of government and non-government agencies to support students including newly-arrived students and students from refugee backgrounds and their families. These include:

- Aboriginal Education Consultative Groups (AECGs)
- Anglicare
- Australian Red Cross
- Department of Immigration and Citizenship
- Job Quest
- Multicultural NSW

- Multicultural Youth Advocacy Network
- Navitas
- NSW Refugee Health Service
- Settlement Services International (and associated organisations)
- STARTTS
- St Vincent de Paul
- The Australian Literacy and Numeracy Foundation
- The Refugee Council of Australia

© NSW Department of Education, Jul-20

References and research

Australian Council of TESOL Associations. (2015) EAL/D Elaborations of the Australian Professional Standards for Teachers, ACTA.

Australian Curriculum, Assessment and Reporting Authority. (2014) English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice. ACARA

Australian Curriculum, Assessment and Reporting Authority. (2015) English as an Additional Language or Dialect Teacher Resource: EAL/D Learning Progression: Foundation to Year 10. ACARA

Australian Curriculum, Assessment and Reporting Authority. (2018) National Literacy Learning Progression. ACARA

Bourdieu, P. (1973) Cultural Reproduction and Social Reproduction. In R. Brown (Ed.), Knowledge, Education, and Cultural Change. Tavistock Publications: London.

Centre for Education Statistics and Evaluation. (2019) Revisiting Gifted Education, NSW Department of Education: Sydney.

Cummins, J. (1991) Interdependence of first and second language proficiency in bilingual children in Bialystok, G. (1991) Language processing in bilingual children. Cambridge University Press: Cambridge.

Curriculum Corporation. (1994) ESL Scales. Curriculum Corporation: Victoria.

Eades, D. (2013) Aboriginal Ways of Using English. Aboriginal Studies Press.

Ellis, R. (1994) A theory of instructed second language acquisition. In N.Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.

Ellis, R. (2008) The Study of Second Language Acquisition.

Friend, M., & Cook, L. (1996) Interactions: Collaboration skills for school professionals. (2d Ed.). White Plains, NY: Longman.

Gibbons, P. (1991) Learning to Learn in a Second Language. Primary English Teaching Association: Marrickville.

Gibbons, P. (2002) Scaffolding Language Scaffolding Learning. Heinemann.

Gibbons, P. (2009) English Learners, Academic Literacy, and Thinking: Learning in the challenge zone. Heinemann: Portsmouth, NH.

Halliday, M. (1993) Towards a Language-Based Theory of Learning. Linguistics and Education 5.

Hammond, J. (2001) Scaffolding teaching and learning in language and literacy education, Primary English Teaching Association: Newtown.

Hammond, J. (2014) An Australian perspective on Standards-Based Education, Teacher Knowledge and English as an Additional Language students. TESOL Quarterly, 48(3), 507-532.

Harrison, N. (2011) Teaching and Learning in Aboriginal Education. Oxford University Press.

Hattie, J. (2013) Visible Learning for Teachers: Maximising impact on learning. Routledge, London.

Haynes, J. (2007) Getting Started with English language Learners: How Educators Can Meet the Challenge.

Martin, J.R (1985) Language, register and genre, in F. Christie (ed.), Children Writing Course Reader, Geelong: Deakin University Press.

NSW Department of Education. (2005) The ESL Steps: ESL Curriculum Framework K-6, NSW DOE, Sydney.

NSW Department of Education. (2014). Intercultural understanding through texts English K-10 resource, NSW DOE.

NSW Department of Education. (2015) Teaching English Language Learners (TELL), NSW DOE, Sydney.

NSW Department of Education. (2015) The Wellbeing Framwork for Schools, NSW DOE: Sydney.

NSW Department of Education. (2016) Anti-Racism Policy, NSW DOE, Sydney.

NSW Department of Education. (2017) Anti-Racism Education- Advice for schools, NSW DOE, Sydney.

NSW Department of Education. (2017) Using picture books for intercultural understanding: Learning across the curriculum, NSW DOE: Sydney.

NSW Department of Education. (2018) Mulicultural Education Policy, NSW DOE, Sydney.

NSW Department of Education. (2018) Policy Standard for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12, NSW DOE: Sydney.

© NSW Department of Education, Jul-20

NSW Department of Education. (2019) EAL/D School Evaluation Framework, NSW DOE, Sydney.

NSW Education Standards Authority. (2012) English K-10 Syllabus, NESA: Sydney.

NSW Education Standards Authority. (2014) Australian Professional Standards for Teachers, NESA: Sydney.

NSW Education Standards Authority. (2016) Policy for Accreditation at Highly Accomplished and Lead Teacher, NESA: Sydney.

NSW Education Standards Authority. (2017) English EAL/D Stage 6 Syllabus, NESA: Sydney.

NSW Education Standards Authority. (2017) English Standard Stage 6 Syllabus, NESA: Sydney.

QLD Department of Education, Training and Employment. (2013) Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners, QLD DOETE

Siegel, J. (2010) Second Dialect Acquisition. Cambridge University Press.

Swain, M. (1995). Three functions in second language learning. In G. Cook, & B. Seidlhofer (eds.), Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson. Oxford: Oxford University Press.

Thomas, W.P. and Collier, V. (1997) School Effectiveness for Language Minority Students. National Clearing House for Bilingual Education: Washington DC.

Von Lier, L. (1996) Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity. London: Longman.

Vygotsky, L.S (1978) Thought and Language. Cambridge, MA: MIT Press.

Index

Aboriginal and Torres Strait Islander, 11, 13, 14, 27, 32, 40, 65
academic language, 19, 40, 44, 48, 49, 57, 79
ARCO, 67
assessment, 14, 16, 17, 23, 24, 26, 29, 33, 37, 39, 44, 45, 52, 53, 55, 58, 66
BICS, 19, 20, 21, 49, 57
CALP, 19, 20, 21, 49, 57
community harmony, 12, 67, 70
co-teaching, 35, 36
differentiation, 23, 25, 52, 53, 54
EAL/D Learning Progression, 11, 16, 19, 25, 26, 29, 33, 34, 39, 40, 41, 42, 43, 46, 52, 61
EAL/D School Evaluation Framework, 9, 10, 11, 22
enrolment, 14, 16, 22, 23, 28, 30, 31, 32, 71
ESL Scales, 38, 42, 43, 47, 52, 53
funding, 23, 26, 27, 33
IEC, 9, 29, 41, 46, 61
intercultural understanding, 12, 68, 70
interpreting and translations, 30, 71, 72
message abundancy, 50, 53, 58
Multicultural Education Policy, 9, 11, 12, 70
New Arrivals, 16, 27, 28, 30, 62
programming, 24, 27, 30, 41, 52, 68
scaffolding, 38, 50, 51, 52, 53, 54, 55, 56, 58
students from refugee backgrounds, 9, 14, 27, 29, 30, 33, 40, 51, 62, 64, 67, 72
visa, 15, 28, 29, 31, 52

© NSW Department of Education, Jul-20

Appendices

Appendix 1: Characteristics of the learner

Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg. visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg. visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in

classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement is demonstrated through language-reliant activities.

Developing English

These students can speak one or more languages/dialects, including functional English, and have a developing knowledge of print literacy in English. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written English (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use English sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

Consolidating English

These students can speak one or more languages/dialects and have a sound knowledge of English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding

of culturally laden topics of study (eg. novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

Adapted from the ACARA EAL/D Learning Progression

Appendix 2: Reporting English language proficiency to parents: written reports

EAL/D students learn English whilst simultaneously learning curriculum content. It is important that EAL/D students' progress in English language learning is measured and reported to parents in addition to progress in curriculum learning. All EAL/D learners are required to have information about their English language proficiency included in their school report as outlined in the Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12.

This document describes a process schools can use to plan for reporting the English language proficiency of their students.

Reports for EAL/D learners

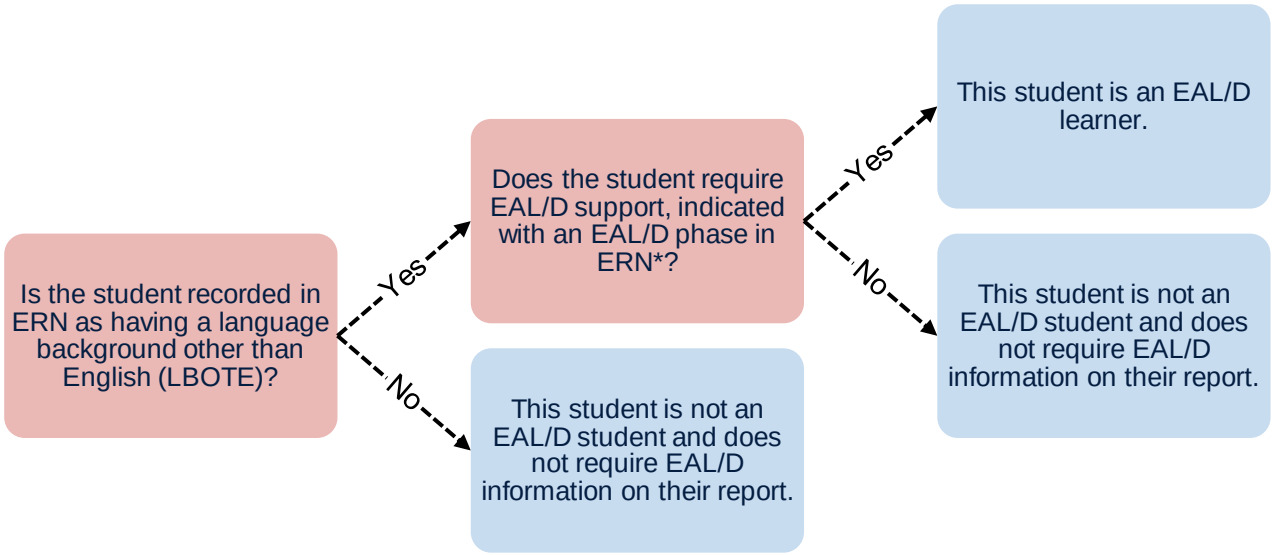
EAL/D learners' reports must show:

- their EAL/D Learning Progression phase (as identified in ERN)
- a comment about the student's progress in learning English
- information about how the student's English language learning has been supported.

How to identify EAL/D learners

The flowchart below describes the process for identifying students who are EAL/D learners. EAL/D learners require their English language proficiency to be reported to parents.

Figure 10 – how to identify EAL/D learners



* If a student has been assessed at (beginning, emerging, developing or consolidating) in Maintain EAL/D (in ERN), then they are EAL/D learners. If a student has been given NR (not required) in Maintain EAL/D then they have been identified as not requiring support to learn English and are not EAL/D learners.

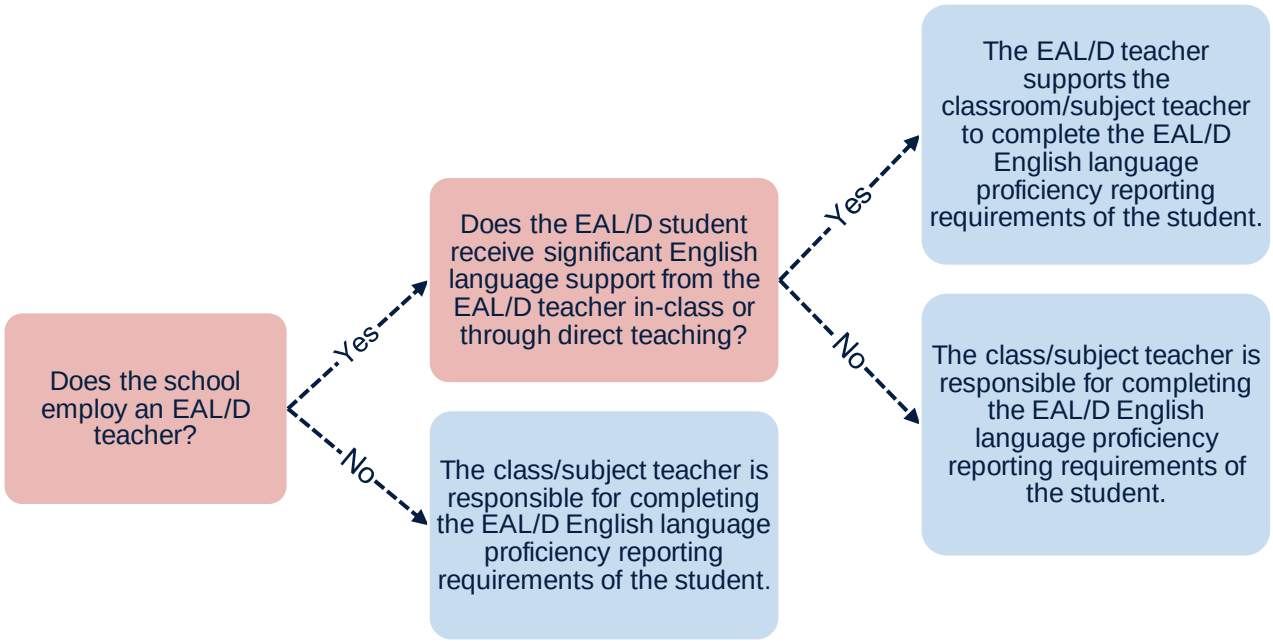
Who is responsible for reporting English language proficiency to parents?

All teachers are required to support the English language learning of their EAL/D students. Schools are required to put processes in place to ensure that information regarding EAL/D students' English language proficiency is effectively communicated to parents. School processes should clearly identify the roles and responsibilities of classroom/ subject teachers and EAL/D teachers in the reporting process.

The flowchart below describes the process for allocating English language proficiency reporting responsibilities to teachers.

© NSW Department of Education, Jul-20

Figure 11 – allocating English language proficiency reporting responsibilities



Classroom/subject teachers

The English language learning needs of EAL/D students are met alongside curriculum learning needs as part of teachers' regular teaching practice. Reporting on the English language progress of EAL/D students, and the support provided, can be completed by classroom/subject teachers using current assessment data with reference to the ACARA EAL/D Learning Progression. This tool can be used by classroom teachers to identify students' English language learning phase. EAL/D Learning Progression phases need to be recorded in Maintain EAL/D on ERN and updated every 6 months.

A student's EAL/D Learning Progression phase only needs to be included once on the report, not for each subject. Schools should decide where this information is to be included. Secondary subject teachers can, however, provide a comment about a student's progress in learning English relevant to their subject area. Online professional learning is available to support teachers in using and understanding the EAL/D Learning Progression.

EAL/D teachers

EAL/D teachers have specialist language teaching knowledge and can support class/subject teachers, who they collaboratively teach or work with, to meet the English language reporting requirements.

EAL/D teachers can assist classroom teachers to access EAL/D Learning Progression phase data from Maintain EAL/D on ERN. They can provide advice to teachers on

selecting teaching strategies which are responsive to students' English language learning needs.

Where EAL/D teachers provide direct or significant support to EAL/D students, it is recommended that they prepare an additional, more detailed report of students' English language proficiency for parents with reference to the ESL Scales. This detailed report is in addition to the class/ subject teachers English language proficiency reporting requirements.

Communicating with parents about English language proficiency

All reports to parents should be written in plain English. In addition, it is important for the class teacher, or EAL/D specialist teacher, to discuss the child's learning with parents and carers. This could include:

- organising a parent/teacher meeting with an interpreter to discuss their child's report. Whilst translation of individual school reports into parents preferred language is not available through the Department's translation services, telephone or onsite interpreters can verbally interpret aspects of the report during parent/ teacher meetings.
- providing translated documents for parents to support their general understanding of NSW Department of Education school reports. These include:
- Written reports for primary and secondary students
- Written reports for students learning English as an additional language (EAL/D)
- How to contact the telephone interpreter service

For more information contact the EAL/D Education Advisor on 7814 3727.

© NSW Department of Education, Jul-20

NSW GOVERNMENT