# EAL - ENGLISH AS AN ADDITIONAL LANGUAGE

## *POLICY*

**RATIONALE:**

The English as an Additional Language (EAL) curriculum is for learners for whom English is not their native language, where they require support to reach expected levels of English language competence. The EAL curriculum enables these students to learn to effectively communicate through an understanding of language, culture and contexts and to use language as a means of learning, building relationships with peers and making connections with the world around them.

The Melrose Primary School EAL program equips students with "skills to become lifelong learners, critical thinkers, and active and informed citizens" (VCAA, 2019).

It is recognised that EAL learning is best achieved when learning content is relevant to functional needs and embedded within the teaching-learning cycle.

Currently (2020), less than 5% of enrolments at Melrose Primary School are EAL learners. Native languages spoken are Swahili, Nepali, Vietnamese and Chinese. EAL learners are supported at Melrose PS through immersion in classroom programs, provision of EAL-specific resources and support from a part-time EAL Cluster Teacher.

**AIMS:**

The EAL program aims to ensure that students:
• develop fundamental functional English language and literacy skills, including listening, speaking, reading, viewing and writing across a growing range of contexts.

• appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

• develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities

• develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society.

• are assessed mid-year and end of year according to their progress on the EAL Developmental Continuum.
https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/default.aspx

• receive timely support and information for their wellbeing needs as they transition into a new language environment and culture.

• receive support to enable them to engage in all aspects of school life at Melrose Primary School.

The EAL program aims to ensure that families of EAL learners:
• are provided with relevant school information in a way that supports understanding.
• are supported to engage positively with the school and its programs.

**STRUCTURE:**

The EAL curriculum is comprised of:

Three language modes:
· Listening & Speaking
· Reading & Viewing
· Writing

There are three strands within each language mode:
· Communication
· Cultural & plurilingual awareness
· Linguistic structures & features

Pathways:
Learners progress on the EAL continuum according to pathways. At Melrose Primary School, progression is recorded on the first two pathways:
· Pathway A (Early immersion: Foundation-Year 2)
· Pathway B (Mid immersion: Years 3-8)

**IMPLEMENTATION:**

· An EAL coordinator will be appointed at the school and will be responsible for coordinating the EAL program.
· If an EAL teacher has been allocated to the school, then they will be responsible for oversight of the EAL program and census details.
· The EAL coordinator/teacher will identify students in need of assistance.
· EAL learners will be provided access to the school curriculum in a productive learning environment that is respectful of students' different cultures, experiences and learning needs.
· EAL students will participate in mainstream classroom learning, with appropriate levels of scaffolding and/or differentiation as required.
· Each classroom teacher of an EAL student will be provided support in assessment/data collection and strategies for teaching in order to provide targeted English language teaching.
· EAL withdrawal classes or specialised support programs for identified students will occur if/when an EAL teacher or trained staff member is available.
· Each EAL student who is performing below age-appropriate standards will have an Individual Education Plan (IEP) containing SMART goals which are reviewed on a half-yearly basis.
· Learning opportunities will be provided to cater for the identified needs of each student and incorporate high-quality language examples.
· The families of EAL students with IEPs will be invited to attend termly Student Support Group (SSG) meetings where the ILP is discussed, updated and confirmed. If necessary (and available) an interpreter will be sourced to support communication. The EAL teacher will also attend the SSG. Meetings will be minuted and stakeholders will receive a copy.
· Learning progress for students performing below age-appropriate standards will be reported in half-year and end-of-year academic reports referenced to the EAL continuum.
· Appropriate Professional Learning relating to the delivery of EAL programs will be sourced for relevant staff members and funded by the school.

**EVALUATION:**

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

**REFERENCES:**

Victorian Curriculum and Assessment Authority. (2019). English as an Additional Language (EAL). Retrieved from  https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims
on 27th April 2020.

State of Victoria (2019). The EAL Handbook: Advice to schools on programs for supporting students learning English as an Additional Language. Department of Education and Training, Victoria, Melbourne.

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**This policy was last ratified by School Council on :** May 2020