



# Bethal Primary School

## EAL Policy

### **RATIONALE**

The majority of students at Bethal Primary School are English as an Additional Language/ Dialect (EAL/D) learners. They are a diverse group of students who have varied schooling history. Providing these EAL/D learners with learning experiences that addresses their social, cultural, emotional and academic needs is the responsibility of all staff within the Bethal Primary School community. EAL/D learners will be successful learners and members of the community and require the skills, dispositions and knowledge necessary to become proficient English users.

### **OBJECTIVES**

Bethal Primary School will:

- acknowledge the cultural and linguistic diversity, needs and contributions of all EAL/D students, their families and their communities.
- provide teaching, learning and assessment programs that develop and assess the English language proficiency of all EAL/D learners across all modes (speaking, listening, reading and writing) and subjects using the relevant EAL/D curriculum and assessment documents.
- ensure all students participate fully in EAL/D-informed classroom activities and school community events.

### **CONSIDERATIONS**

EAL/D learners are a diverse group, and their learning needs vary. EAL learners include students:

- beginning school in Australia at any year level
- born overseas or in Australia
- beginning school with little, some or no exposure to English
- with schooling equivalent to that received by their chronological peers
- with little or no previous formal schooling in any country, or with severely interrupted education in their first language.

Students learning English as an additional language are faced with a number of challenges. To make progress and to achieve the same level of educational success as other students they must develop literacy in English by:

- learning to speak in English
- learning to read and write in English

- continuing their learning in all subject areas through English, at the same time as they are learning English
- learning about the Australian school system.

They also need to develop new cultural understandings, in both the educational context and in the wider community. (Ref: [ESL Handbook](#) 2017 DET Victoria)

## **IMPLEMENTATION**

The Leadership Team will ensure:

- targeted EAL programs are provided for students with the greatest learning needs, including new arrival students
- all teachers are aware of the learning needs and backgrounds of the EAL/D cohort
- the School Strategic Plan, the Annual Implementation Plan, school policies and systemic practices document the school's support for, and provision of, quality EAL/D programs
- the provision of a Multicultural Education Aide (MEA) to support the EAL/D program and families in the school community

The Literacy Leader/ EAL/D Coordinator will ensure:

- membership and participation in an EAL/D network of professionals, maintaining up-to-date knowledge of developments in the field
- advocacy for the EAL/D community at Bethal
- targeted EAL/D programs are provided for students with the greatest learning needs
- teacher capacity in explicit literacy and language teaching is developed through professional learning, coaching and modelling
- strong EAL/D pedagogy is developed, and evident in planning, teaching and assessment practices across grades and subject areas
- EAL/D programs and provision are regularly reviewed to ensure they continue to meet EAL/D learners' needs
- the School Strategic Plan, the Annual Implementation Plan, school policies and systemic practices document the school's support for, and provision of, quality EAL programs
- use of the EAL/D Achievement reports from the School Information Portal to review and monitor the progress of students against the EAL/D Developmental Continuum and to inform whole school program planning
- teachers are supported to write ILPs for EAL students and save these on the T: drive for ready reference
- Essential Learnings and Teaching and Learning Givens for EAL/D are added to the [English at Bethal Document](#).

The EAL specialist teacher will ensure:

- the provision of strong EAL/D pedagogy is evident in specialist English and mainstream classroom programs, planning, teaching and assessment practices
- ongoing professional learning in the area of literacy and language teaching, for their own development and that of their colleagues
- assistance and support is provided to mainstream teachers about EAL/D students' progress and English proficiency
- support and expertise is provided to classroom teachers who are preparing Individual Learning Programs (ILPs).

Mainstream classroom teachers will ensure:

- they are aware of the language learning needs of the EAL/D cohort and provide suitable language scaffolds for the students in their classrooms and units
- strong EAL/D pedagogy is evident in classroom programs, planning, teaching and assessment practices
- use of the EAL Companion to the AusVELS (the Companion) as a curriculum planning tool
- use of the EAL Developmental Continuum P-10 to set ILP goals termly, and to assess EAL students for reporting purposes each semester.

## **REVIEW**

This policy was last updated on in 2019 and is scheduled for review in 2023.