

Supporting EAL/D students in schools

In 2016, over 160,000 students in NSW public schools were learning English as an Additional Language or Dialect (EAL/D).

In NSW public schools, EAL/D students are identified as being in one of four phases within the [EAL/D Learning Progression](#): Beginning, Emerging, Developing or Consolidating. This process allows teachers to assess levels of EAL/D need and determine priorities for allocating available EAL/D teacher support within the school. The EAL/D Learning Progression phase for each student is entered in ERN and collected through the EAL/D Annual Survey. This information is used to allocate the English Language Proficiency equity loading for through Resource Allocation Model (RAM).

EAL/D program aims

EAL/D student support aims to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

EAL/D teaching and learning focusses on students learning English in context and across the curriculum so that they acquire the English language skills relevant to each content area. For this reason, EAL/D specialist teaching needs to be integrated as far as possible within different subjects, so that students are supported to learn the specific language, including the vocabulary, text types and communication modes that are appropriate and necessary for different disciplines and curriculum areas.

EAL/D pedagogy

EAL/D pedagogy encompasses teaching strategies and considerations that teachers can use to cater for the specific learning needs of EAL/D students in their classrooms. Teachers can 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 frontloading, message abundance and scaffolding, and by stressing the importance of oral language. Teachers should also understand the impact of

cultural capital, of maintaining first language competency and develop an understanding about second language acquisition.

In order to effectively support the needs of EAL/D students in learning 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 identify target curriculum outcomes and learning goals. Unpacking the language learning demands for EAL/D learners means identifying the requirements of tasks, the language processes and the types of texts students are required to respond to and produce in a range of subjects.

Resources for EAL/D students

School funding to support students learning English as an additional language is provided through the Resource Allocation Model (RAM) as equity loading for English language proficiency. Additional funding is also provided through the targeted (individual student) funding component of RAM to support newly arrived EAL/D and refugee students.

Equity loading for English Language Proficiency

Schools receive their equity loading for English Language Proficiency as a staffing allocation and/or flexible funding. Schools that receive this equity loading must include EAL/D student support in their school plans, identifying strategies in place that are intended to meet the English language learning needs of their EAL/D students.

Schools are encouraged to use the [EAL/D School Evaluation Framework](#) to evaluate whole school approaches to supporting EAL/D students and to move towards best practice.

EAL/D staffing

Any staffing component provided as part of the equity loading for English Language Proficiency should be filled by a qualified EAL/D teacher as far as possible.

Delivery of EAL/D programs should reflect the modes of delivery outlined in the support document to the Multicultural Education Policy, [English as An Additional Language Advice to Schools](#).

Flexible funding

Schools must use flexible funding provided as part of the equity loading for English Language Proficiency to meet the English language learning needs of EAL/D students. Schools can use flexible funding in a variety of ways including:

- to employ an EAL/D specialist teacher
- to employ a bilingual School Learning Support Officer (SLSO)
- to implement specialist interventions (e.g. speech pathology)
- to provide professional learning
- to purchase bilingual texts and classroom resources.

Flexible funding provided through the equity loading for English Language Proficiency is not “tied”, but should be spent in the allocated year. Schools can combine funding sources to achieve improved student outcomes, for example by combining the equity loadings for English Language Proficiency and Socio-Economic Background.

More information on the RAM, including how schools have used their funding, see [Local Schools, Local Decisions](#).

Learning outcomes for all equity groups must be reported in the Annual School Report.

Support for newly arrived EAL/D students

Eligible newly arrived non-English speaking students receive short term intensive English language support when they first enrol.

High school students in metropolitan Sydney receive intensive English tuition in an Intensive English Centre or at the Intensive English High School.

Primary school students and high school students in non-metropolitan high schools receive initial intensive support in their school, in response to an application for New Arrivals Program support. Rural and regional high schools with significant numbers of newly arrived students from refugee backgrounds may also apply to establish a short term intensive English class.

For more information on the New Arrivals Program, including the application for New Arrivals Program support, see [New Arrivals Program](#).

Support for students from refugee backgrounds

Resources are allocated to schools with recent enrolments of students from refugee backgrounds to enable them to provide additional targeted support.

Many schools with significant numbers of students from refugee backgrounds use these targeted resources to provide additional intensive English language and learning support.

For more information on support for students from refugee backgrounds, see [Supporting refugee students](#).

Professional learning

A range of professional learning courses are available for teachers.

Teaching English Language Learners (TELL)



The TELL program comprises 6 workshops, each of two hours duration. Participants complete readings and between-module tasks culminating in a short presentation of the results of their action inquiry. The course, RG00262, is registered with BOSTES for 24 hours of professional learning at the level of proficient.

Using the EAL/D Learning Progression



This course, RG01032, has been developed to support consistent teacher judgement when using the ACARA 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.

Adobe Connect recorded courses including:

- Using the EAL/D Evaluation Framework: <https://connect.schools.nsw.edu.au/p12a6nvg24e/>
- Organising an EAL/D targeted support program in your school: <https://connect.schools.nsw.edu.au/p3ijnp6ezzy/>
- Understanding EAL/D Pedagogy: <https://connect.schools.nsw.edu.au/p5e8zuanfki/>

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