

English as an Additional Language - Models of Implementation

The EAL Program is delivered by EAL Program teachers, multilingual teacher assistants and/or teacher assistants on the basis of the following general principles:

- Early literacy development for early childhood students, best occurs in their social learning context.
- Primary students without formal literacy skills in their first language may require extended support.
- Secondary and senior secondary students with formal literacy skills in their first language and continuous schooling prior to arrival, require support to be able to access the mainstream curriculum.
- Secondary and senior secondary students without formal literacy skills in their first language generally require additional support because of interrupted schooling, social/emotional development issues and/or trauma issues that affect learning.
- Students learning English as an additional language may require transition support at key stages e.g. entry to secondary and entry to senior secondary schools.

A supportive and inclusive class setting is critical for the whole development of the English language learner. Student-centred, flexible learning programs result in shared understanding of purposes and outcomes and maximise the opportunities for all students. EAL Support teachers use a range of teaching and learning strategies to support the development of specific learning outcomes or skills which will promote students' access to and participation in the curriculum.

EAL provision includes:

- team or parallel: planning, teaching, assessing and reporting
- individual/small group instruction in class
- individual/small group withdrawal for specific purposes
- resourcing within mainstream classes.

In Primary schools (K-6) The EAL Program teacher, in collaboration with the class teacher, will model strategies and develop teaching and learning experiences that provide opportunities for new arrival students to develop and demonstrate understanding of their learning. The EAL Program teacher might work with the whole class or introduce a concept and provide support for small groups of students completing set tasks.

Collaborative planning time between the EAL Program and class teacher is crucial to meet the needs of newly arrived students. Teachers must identify approaches that will maximise learning for students and ensure that forward planning addresses needs identified through assessment processes.

In some schools, general teacher assistants or multilingual teacher assistants (MTAs) work with classroom teachers to provide the support for new arrival students. General teacher assistants and MTAs assist students in following instructions and understanding concepts.

Secondary school (7-10) EAL students are enrolled in the same way as other students and are provided with a complete timetable for all classes prior to commencement of studies. School enrolment teams need to be sensitive to curriculum opportunities that promote language development and connectedness e.g. art, drama, computing, cooking, wood work and sport.

Learning support is provided in class and the EAL Program teacher is a co-teacher to students in specific classes. Support models might be timetabled on a rotational basis to ensure the support provided caters for individual needs across mainstream subjects.

Secondary schools (11-12) usually offer an established space for new arrival students to receive support with assignments, research, note-taking skills etc. A regular time is negotiated with teachers and grade supervisors to ensure students have access to EAL Program teacher support for these skills when and as required.

Senior secondary level EAL students are enrolled across a normal timetable ensuring one free line is maintained. In a student's first year, English, mathematics and computing subjects are usually encouraged and options such as photography, health and recreation, visual arts and music suggested. Enrolling/course counsellors assist students with enrolment forms and timetable organisation.

EAL Program support is used to support students in mainstream classes. EAL Program teachers target those lines where most students requiring support are placed, and home group or career planning times. Options classes might be designed specifically to meet the needs of newly-arrived students.

Individual support occurs during free lines where students are able to access assistance from an EAL Program teacher on an individual or small group basis. EAL Program teachers provide subject-specific assistance in the development of content-area literacy, study and research skills including note-taking and summarising, writing up experiments, essay and assignment writing and the editing and presentation of work e.g. bibliography writing and referencing.

Students are encouraged to access subject-specific tutorial times when offered by mainstream teachers.