

Acknowledgement of Country

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.



NSW Department of Education

English as an additional Language or Dialect (EAL/D) effective school practices

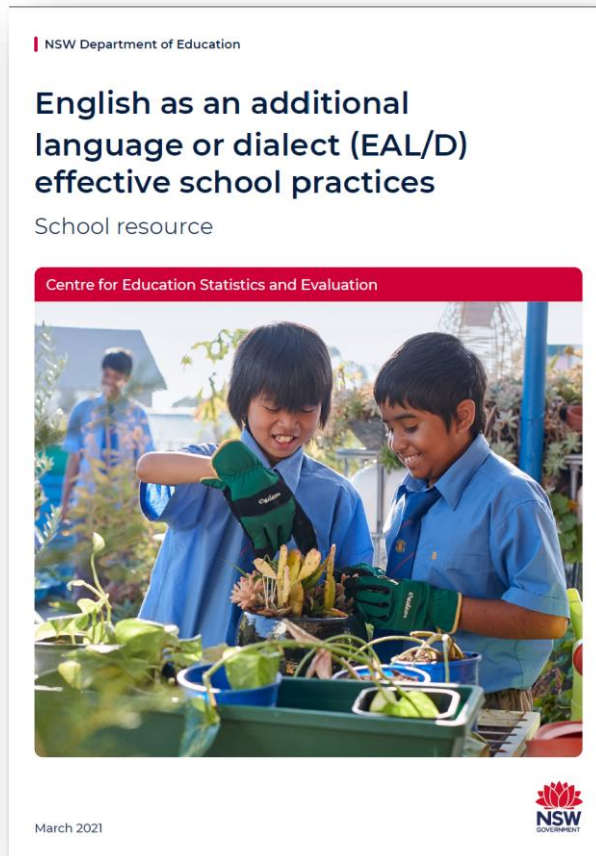
NSW Department of Education

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EAL/D effective school practices

EAL/D effective school practices: School resource



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Cultural and linguistic diversity in NSW government schools 2021

1 in 3

Language background other than English (LBOTE)



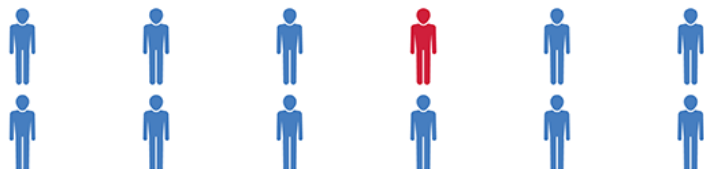
1 in 4

English as an additional language or dialect (EAL/D)



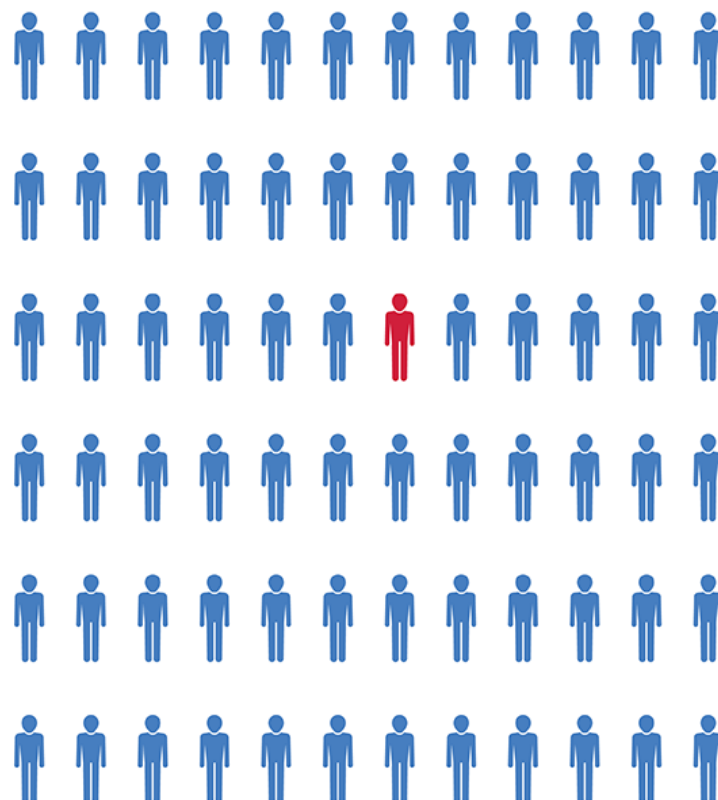
1 in 12

Aboriginal and Torres Strait Islander



1 in 72

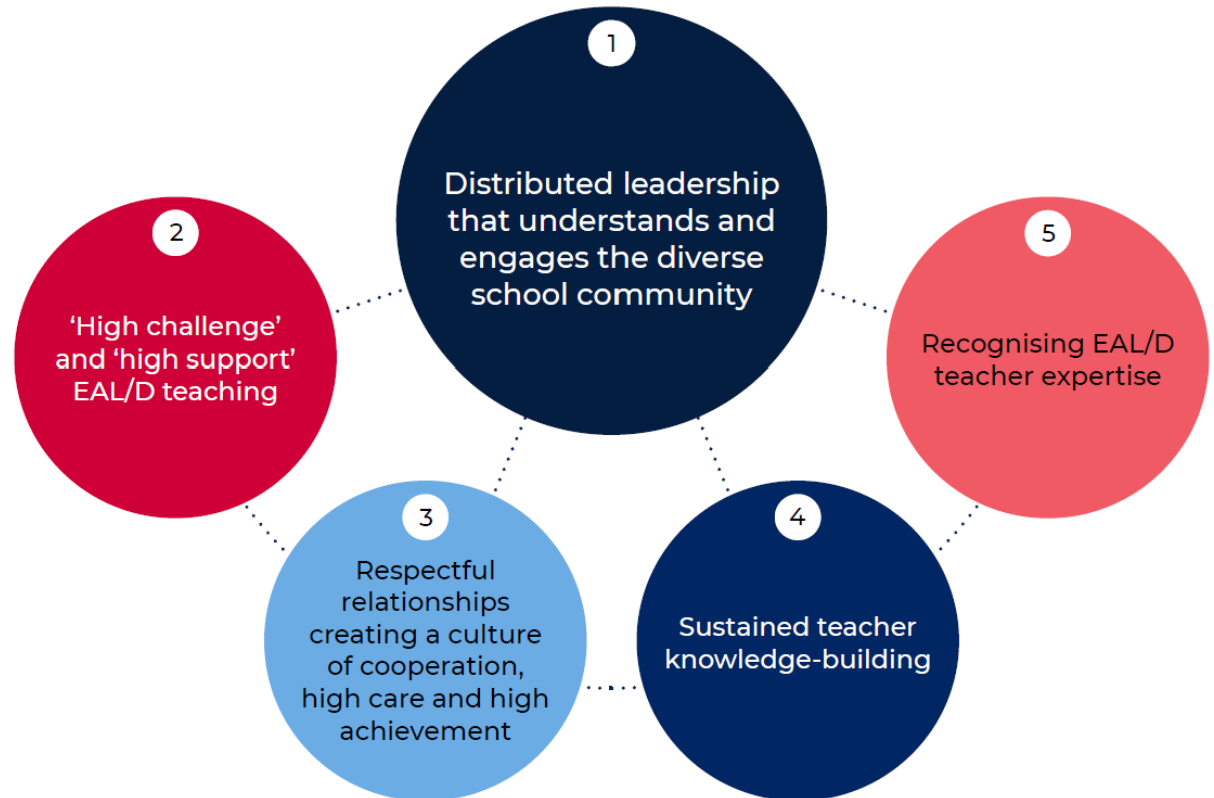
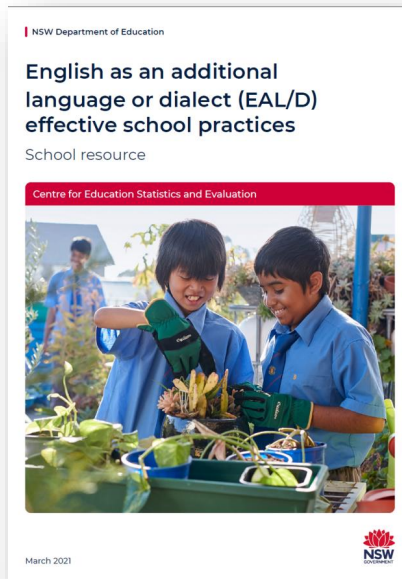
Refugee background



Source:

Education Statistics and Measurement, Centre for Education Statistics and Evaluation, NSW Department of Education. LBOTE, EAL/D and Refugee student counts from 2021 English and an additional language or dialect (EAL/D) data collection. Student and Aboriginal student counts from 2021 National Schools Statistics Collection.

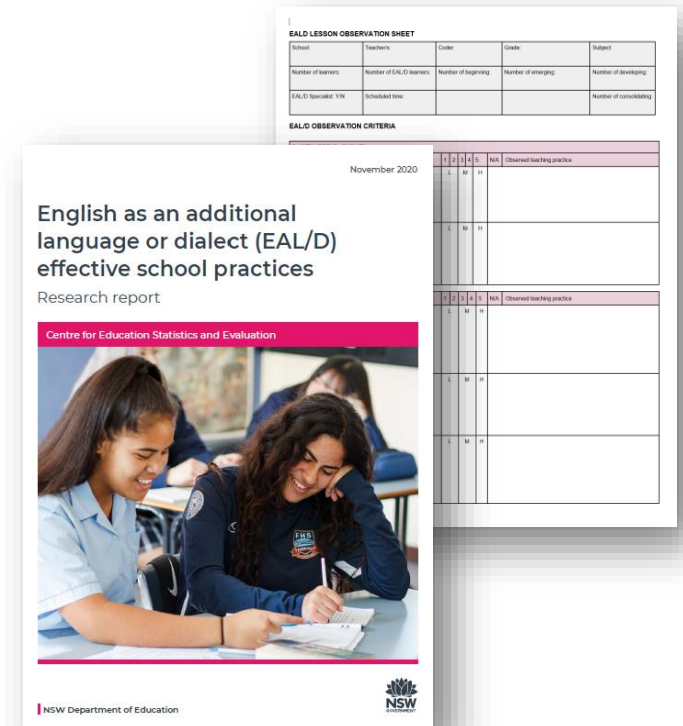
EAL/D effective school practices: school resource



EAL/D Effective School Practices

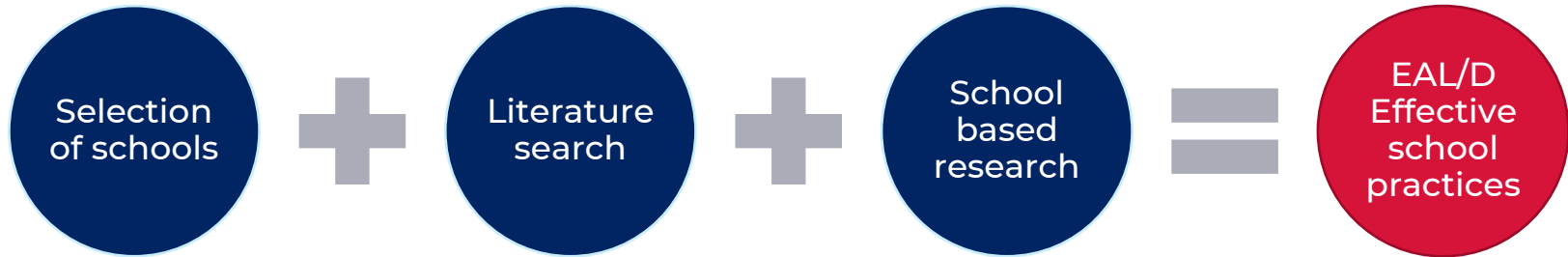
Introduction to the research and why it is significant

The aim of the research was to identify the **pedagogical, leadership and school organisational** practices which demonstrated high EAL/D student progress



EAL/D effective school practices

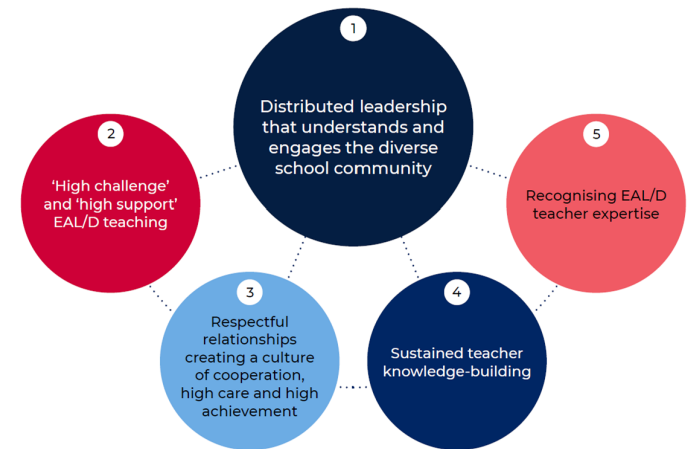
Research



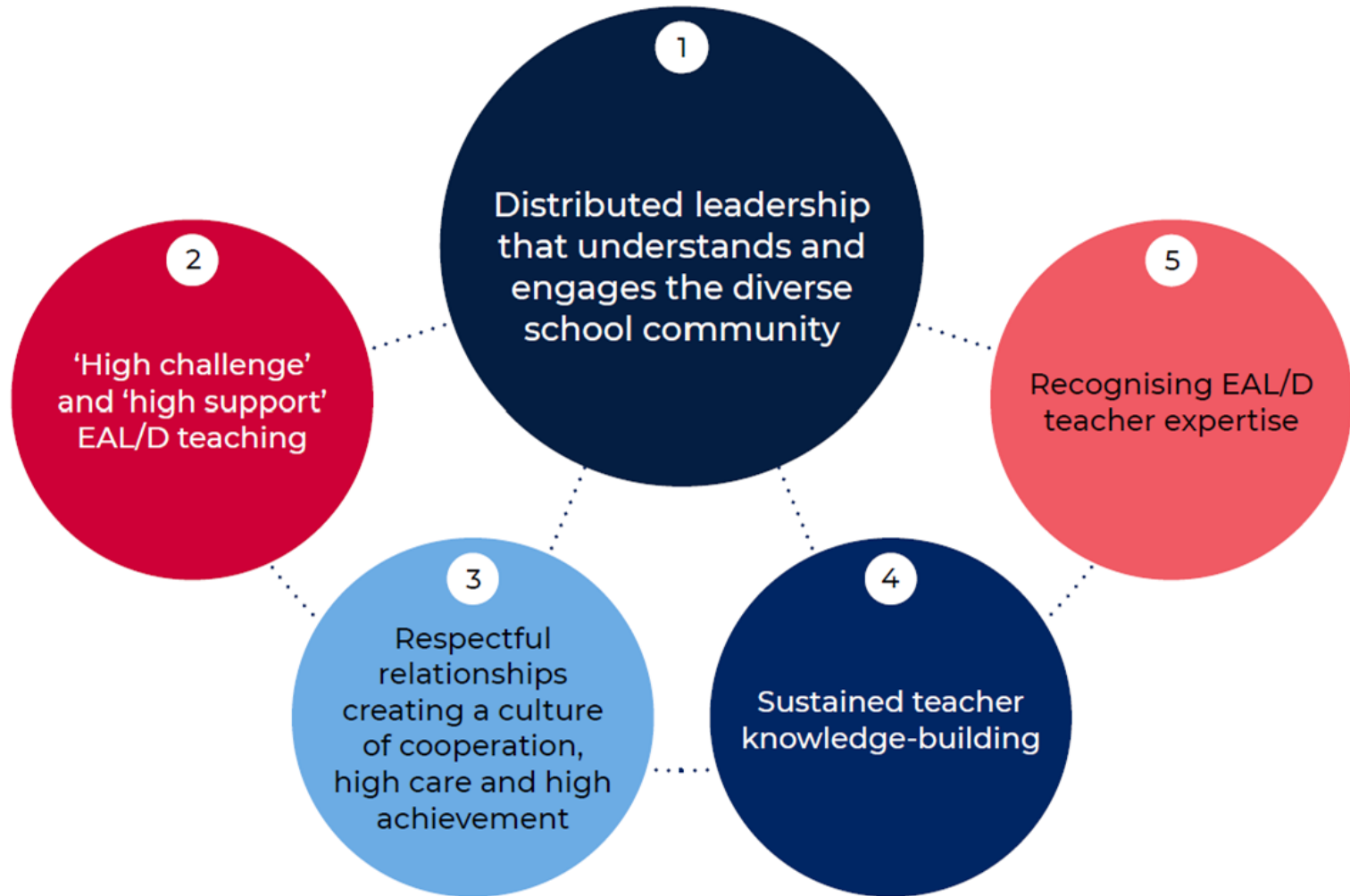
EAL/D Effective School Practices

NSW DoE – CESE and Multicultural Education 2021

1. **Distributed leadership** that understands and engages their diverse community builds the foundation for successful EAL/D education
2. **Effective EAL/D teaching** is characterised by features of 'high challenge' and 'high support'
3. **Respectful relationships** create a school and classroom culture of cooperation, high care and high achievement
4. **Sustained teacher knowledge-building** supports responsiveness to changing student needs
5. **Recognising EAL/D expertise** builds the capacity of schools to respond to the needs of EAL/D students



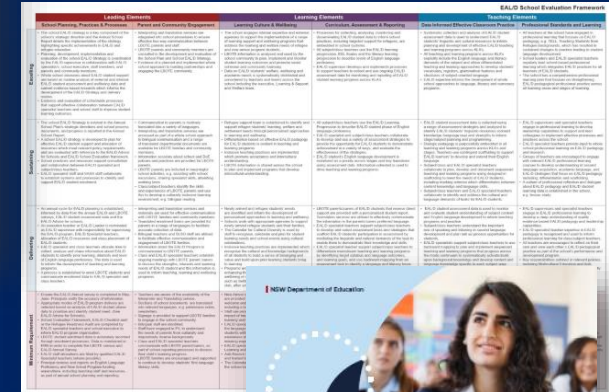
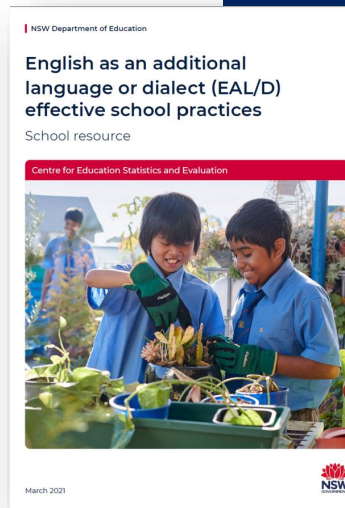
EAL/D Effective School Practices



School resource

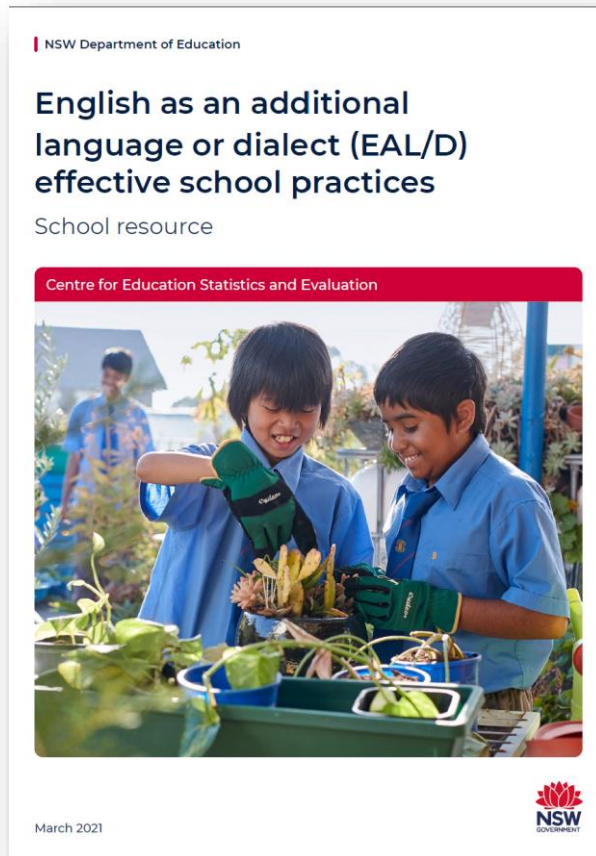
So we built a school resource...

- Practical and accessible
- Built from the known to the unknown
- Reflect and add value to current practices
- Represent EAL/D teachers and teachers of EAL/D learners
- Improved performance in school planning



EAL/D effective school practices

EAL/D effective school practices: School resource



1. Distributed leadership

Distributed leadership that understands and engages their diverse community builds the foundation for successful EAL/D education



1. Distributed leadership

- Build a climate of trust in the school by respecting parents and carers as critical and knowledgeable partners. Ensure parents and carers have access to information in home languages provided through interpreting services and the department's translated documents. Engage parents, carers and community members in shaping meaningful school and community activities that represent the diversity of the school.
 - Include EAL/D specialist teachers in school planning, EAL/D education organisation and resource distribution drawing on expert knowledge in language acquisition, language assessment and differentiation through scaffolding.
- How is the diversity of languages spoken by students and their families reflected in our school and classroom environment, staffing and teaching and learning programs?
 - How is EAL/D embedded in our whole school planning?
-

2. 'High challenge' and 'high support' EAL/D teaching

- Scaffolding learning to provide explicit teaching of language and literacy across the curriculum
- Assessing, monitoring and reporting EAL/D students' English language development using specialized tools such as the EAL/D learning progression or the ESL scales
- Recognising EAL/D students as skilled multilingual speakers rather than disadvantaged literacy learners



2. 'High challenge' and 'high support' EAL/D teaching

- Unpack curriculum learning by identifying the language and cultural demands of the learning outcomes and learning tasks relative to the learners' needs, and plan strategies which will enable access to content and develop English language proficiency.
- Include an academic language focus to lessons by planning for both language outcomes alongside content outcomes, and include this when establishing and providing learning intentions and success criteria.
- Ensure oral language development underpins print literacy practices to shape both comprehension and construction of text. Allow multiple opportunities to practise speaking in a variety of contexts.

Effective EAL/D teaching is characterised by features of 'high challenge' and 'high support'

3. Respectful relationships

Respectful relationships create a school and classroom culture of cooperation, high care and high achievement



3. Respectful relationships

- Strengthen practices which support the settlement and wellbeing of students, including those with refugee and refugee like experiences. Value confidentiality and know when appropriate support, including school counselling, will be required. Ensure school welfare practices are followed and students are treated sensitively when, or if, they talk about their past in the classroom environment.
 - Provide focussed opportunities for students to interact in home language during learning thereby supporting the relationship between language and identity, and enabling deeper understandings of new concepts in learning. Interaction may be student to student, student to teacher or student to SLSO bilingual.
- How do we build relationships with families?
 - How do we know what students bring to learning, including prior education and literacy skills in home languages?
 - How do we know if we have a school culture of high care and high expectations?
 - How do we build students' sense of belonging in the classroom?
-

4. Sustained teacher knowledge-building

Sustained teacher knowledge-building

supports responsiveness to changing
student needs



4. Sustained teacher knowledge-building

- Include procedures for upskilling new staff in EAL/D pedagogy in the school professional learning plan.
 - Encourage EAL/D specialist teachers to participate in or lead local EAL/D Connect network meetings and refugee education networks. Encourage participation in the EAL/D statewide staff meetings. Encourage participation in the EAL/D Yammer social network, the Saturday TESOL seminars and ongoing professional learning.
 - How do we develop our EAL/D specialist knowledge responsive to the changing EAL/D student cohort?
 - How do we provide professional learning that progresses EAL/D knowledge for all teachers?
-

5. Recognising EAL/D expertise

Recognising EAL/D expertise builds the capacity of schools to respond to the needs of EAL/D students



5. Recognising EAL/D expertise

TESOL qualified EAL/D specialist teachers bring knowledge and application of theories in second language acquisition and linguistics to teaching and learning. TESOL qualified EAL/D specialists can:

- Assess evidence of English language proficiency growth and need through work sample analysis.
- Interpret language proficiency assessment data using the ESL scales and the EAL/D learning progression to design differentiated learning sequences and advise teachers of the scaffolding required to support the learning of language through content.
- Identify language and cultural demands of learning tasks through backward mapping to the level of assessed language learning need.

Employ TESOL qualified EAL/D specialist teachers and use their expertise to support the development of effective teaching and learning.

Using the school resource



Using the school resource?

How have we used the resource so far?



Provides a language and evidence base to describe what we know works



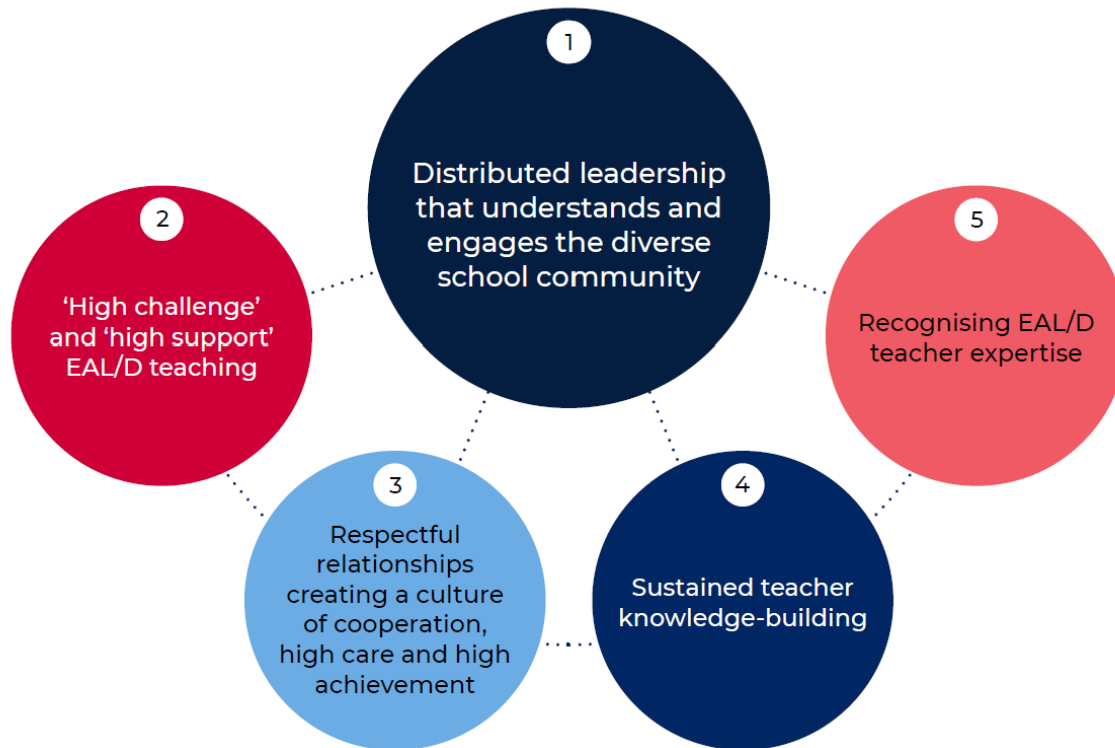
A lens to review our current professional learning & key documents



A process schools can use for reflection and strategic planning.

Using the School resource

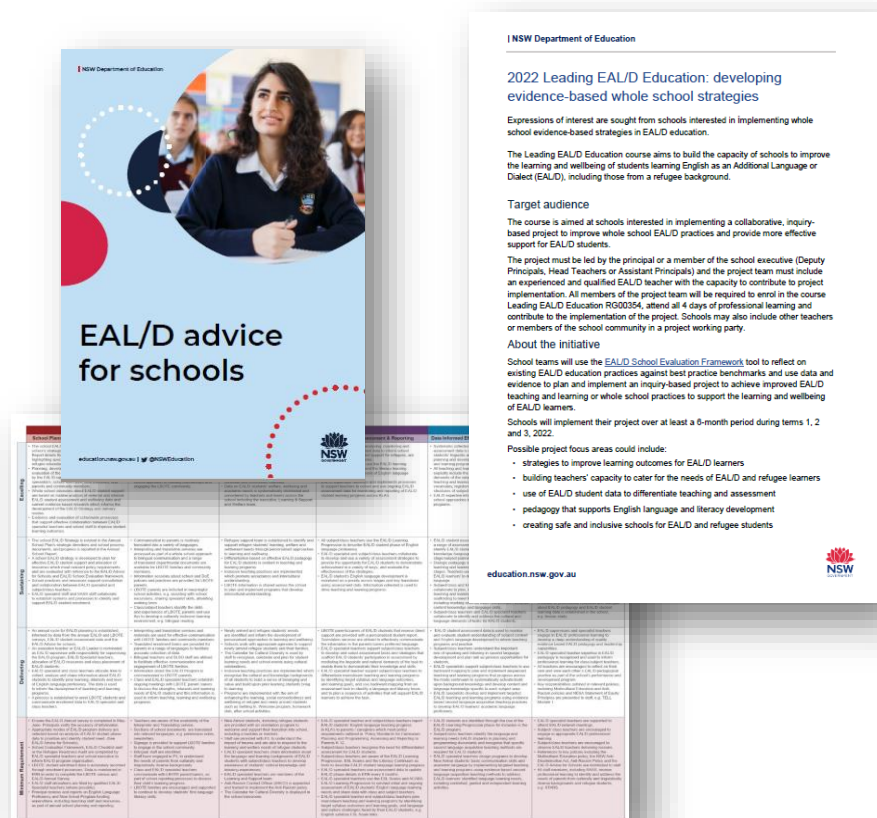
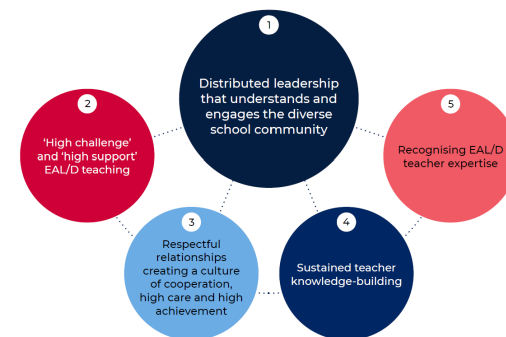
Describing best practice



Using the School resource

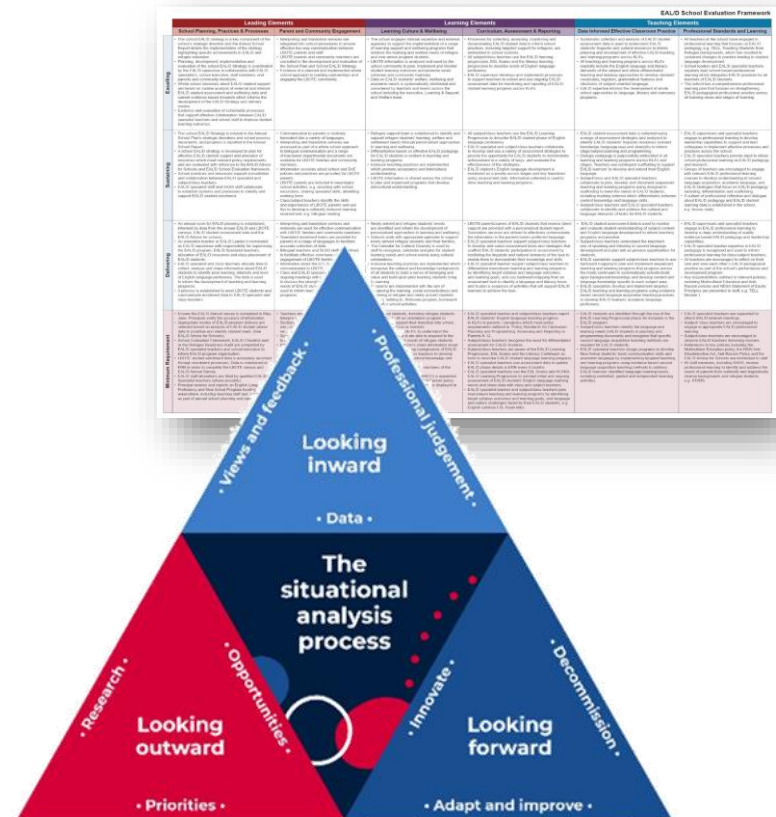
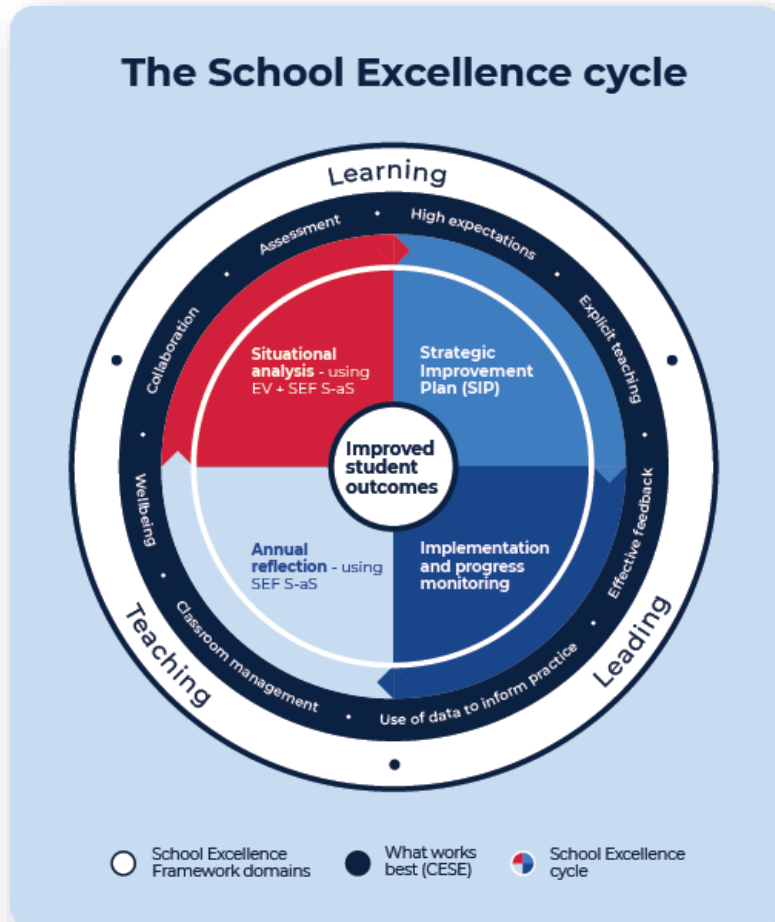
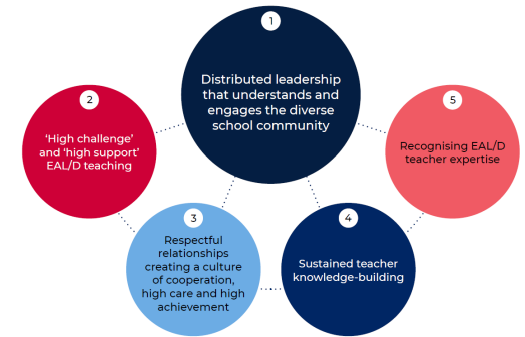
Professional learning & key documents

- EAL/D School Evaluation Framework
- EAL/D Advice for Schools
- EAL/D Education Leaders
- Leading EAL/D Education
- Co-teaching professional learning
- Teaching English Language Learners (TELL)
- Action research



Using the School resource

School planning – the School Excellence cycle



We are looking to enhance our EAL/D practices in the NSW Department of Education

How would you
use a resource
like this in your
sector?



Potential publications

Effective practice in EAL/D education: Enacting distributed school leadership

By Gill Pennington, Margaret Turnbull, Lucy Lu, Jennifer Hammond
(*Research Papers in Education*)

Improving English as an additional language or dialect (EAL/D) learner outcomes: EAL/D Effective School Practices in NSW government schools

By Gill Pennington, Margaret Turnbull, Lucy Lu, Jennifer Hammond
(*Australian Journal for Language and Literacy*).

NSW Department of Education

English as an additional language or dialect (EAL/D) effective school practices

Research report

Centre for Education Statistics and Evaluation



June 2021

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