English as an additional language or dialect – guidelines

Curriculum, assessment, reporting and certification: early childhood to year 12 policy statement

Northern Territory Board of Studies (NTBOS) policy sets out the legislative foundation for the provision of school education in the Northern Territory (NT) relating to curriculum, assessment, reporting and certification.

The Department of Education's (the department) Curriculum, assessment, reporting and certification: early childhood to year 12 policy informs department staff, that is school, regional, and corporate staff about the actions they must undertake to be compliant with legislation, the NTBOS policy and the department's strategic direction.

These guidelines provide information on the actions and processes of working with English as an additional language or dialect (EAL/D) learners in all NT government schools, in all contexts.

Policy

These guidelines apply to all learners from transition to year 12 who require additional support to develop proficiency in Standard Australian English (SAE) to access the Australian curriculum

EAL/D learners in the NT may include Aboriginal and Torres Strait Islanders whose first language is:

- an Indigenous language, including traditional language or a creole
- a dialect of English such as Aboriginal English.

EAL/D learners also include overseas and Australian-born learners who have a home language other than English and require support.

EAL/D learners are learning SAE as a new language or dialect at school, while they are learning:

- how to use SAE to communicate and interact successfully in the school environment
- the language and content of the curriculum.

Roles and responsibilities

Teaching and Learning Services as the policy owner is responsible for:

- communicating and reviewing these guidelines
- providing targeted EAL/D professional learning for all educators, including corporate staff.

The school principal as the instructional leader of the school is responsible for:

- implementing these guidelines
- ensuring learners' and their parents' language or dialect background other than English (LBOTE) is collected and recorded in the Student Administration Management System (SAMS) upon enrolment

- informing teachers of a learner's LBOTE and EAL/D status when identified at enrolment
- supporting teachers with creating culturally responsive curriculum maps or scope and sequences, and using culturally responsive pedagogies and assessment tasks for learners in all phases of EAL/D learning
- providing teachers with opportunities to participate in professional learning that builds their understanding of additional language or dialect acquisition and their skills in teaching EAL/D learners in all phases
- enabling teachers to engage in clarifying and confirming sessions each semester to ensure validity, reliability, and consistency of EAL/D levelling data
- ensuring teachers assess and monitor all EAL/D learners' acquisition levels of SAE in Listening, Speaking, Reading/Viewing and Writing, for transition to year 12 learners, and this data is recorded in the Student Achievement Information System (SAIS) each semester
- ensuring teachers report to parents each semester using the Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D phases and providing a written comment in the Reporting to Parents site in SAIS for all EAL/D learners in transition to year 10.

Teachers are responsible for:

- using the NT EAL/D Learning Progressions to identify the level of support their EAL/D learners need to access and engage with the teaching and learning program
- using the NT EAL/D Learning Progressions in conjunction with curriculum documents to design teaching and learning programs that integrate language and content learning
- designing learning and assessment tasks that allow their learners to show understanding of curriculum content at their level of SAE
- using the NT EAL/D Learning Progressions and curriculum documents to plan learning goals and set expectations that students will progress through the NT EAL/D Learning Progression levels and ACARA EAL/D phases
- monitoring EAL/D learners' acquisition of SAE to ensure progress is being made
- participating in school-based clarifying and confirming sessions to ensure consistency of EAL/D levelling data
- entering EAL/D learners' acquisition levels for all four modes in SAIS each semester
- reporting to parents using the ACARA EAL/D phases and providing a written comment on their child's progress in learning SAE in the Reporting to Parents site in SAIS each semester
- using appropriate pedagogy to teach and assess content as outlined in the AITSL professional teaching standards.

Guidelines

Teaching EAL/D learners requires the following teaching strategies, incorporating evidence-based EAL/D pedagogies, to develop language learning and content learning by:

- actively utilising the learner's home language and cultural backgrounds as a resource and the foundation for learning SAE
- explicitly teaching the SAE needed for communication, social and learning purposes
- explicitly teaching the socio-cultural expectations of the classroom needed for successful communication in the learning environment

- scaffolding and expanding their learners' knowledge and use of SAE across all learning areas
- sequencing tasks to scaffold learning
- maintaining high challenge and high support
- planning multiple opportunities and allowing time for learners to acquire, learn and use SAE in social and learning contexts
- presenting information in a variety of formats, amplifying rather than simplifying curriculum
- explicitly teaching metalanguage
- eliciting and extending learners' responses.

Acronyms	Full form
ACARA	Australian Curriculum, Assessment and Reporting Authority
EAL/D	English as an additional language or dialect
LBOTE	Language background other than English
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
SAE	Standard Australian English
SAIS	Student Achievement Information System
SAMS	Student Administration Management System

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