

# POLICY

## ENGLISH AS A SECOND LANGUAGE

Responsibility of: School Support Services  
Effective Date: January 2015  
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Target Audience: Principals/School Staff/School Education Staff

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This document should be read in conjunction with:

- [English as a Second Language guidelines](#)
- [NT Board of Studies Curriculum, Assessment and Reporting policy and guide: T-9](#)
- [NT Board of Studies Curriculum, Assessment, Reporting and Certification policy and guide: Years 10-12](#)

### 1. POLICY

The ability to be literate and numerate in English is critical for young people to successfully complete their schooling; exercise choice about what they do in life beyond school; participate fully in the economic and social development of their communities; and become global citizens.

The department supports the right to equity of access to the curriculum within a learning environment respectful of language, culture and differentiated learning needs. English as a Second Language (ESL) students from Transition to Year 12 will be supported by schools to access age-appropriate curriculum at the same time as learning through and about Standard Australian English.

All Northern Territory (NT) Government schools will implement effective ESL programs that meet the language learning and educational needs of ESL students working within the [Australian Curriculum, Assessment and Reporting Authority \(ACARA\) English as an Additional Language or Dialect \(EAL/D\) Learning Progression Phases](#).

The ACARA EAL/D Learning Progression identifies four broad phases of English proficiency:

- Beginning English
- Emerging English
- Developing English
- Consolidating English.

NT Government schools will use the [NT Curriculum Framework English as a Second Language Levels \(NTCF ESL Levels\) \(staff access only\)](#) resource to plan, assess and monitor ESL students' language growth and proficiency in listening, speaking, reading and writing.

#### 1.1 Northern Territory ESL learner contexts

The NT has a high proportion of students who speak English as an additional language. These students may be enrolled in any of the following schooling contexts:

**Intensive English Units** - Located in specific schools in urban areas to provide for newly arrived students to Australia requiring a high degree of ESL pedagogical approaches and strategies, delivered in a whole class setting.

**Remote/very remote schools** - Schools where Indigenous language speaking students are, for the most part, in the majority and a high degree of ESL pedagogical approaches and strategies are required for whole class settings.

**Mainstream classrooms** - Schools in any geolocation where the majority of students speak English as a home language and teachers are required to provide ESL pedagogical approaches and strategies for ESL students in these classes.

Each of these contexts demands different ESL programs, approaches and degrees of ESL instruction to cater for student needs. The English as a Second Language guidelines provide detailed information to guide schools in establishing the required ESL program according to cohort needs.

### 1.2.1 National and NT ESL resources

All NT Government schools will use the [NTCF ESL Levels](#) and the [ACARA EAL/D Learning Progression Phases](#) to meet the language learning needs of their ESL students. Assessing Standard Australian English language learning against the NTCF ESL Levels demonstrates students' growth in finer increments than the broad ACARA EAL/D Learning Progression Phases.

The ACARA English as an Additional Language or Dialect Teacher Resource is used by schools to report to parents and to assist teachers to meet the needs of ESL students within their classrooms. The resource currently includes:

- [EAL/D Learning Progression](#)
- [EAL/D Overview and Advice](#)
- [EAL/D annotated content descriptors across four learning areas from F-10](#)
- [Student Illustrations of EAL/D learning progression F-10.](#)

The [NT EAL/D Phases Chart](#) aligns the NTCF ESL Levels to the ACARA EAL/D Phase and will be used by all schools to ensure systemic consistency in planning, teaching, assessing and reporting.

### 1.2.2 Identification of ESL learners and their learning needs

Students' language background information is obtained through the enrolment process. The students' English language proficiency in speaking, listening, reading and writing is identified using the [NTCF ESL Levels](#). The students' NTCF ESL Levels must be entered into the [Student Achievement Information System \(SAIS\)](#) within six weeks of enrolment.

Teachers then identify the students' ESL learning needs through the identification of the students' ACARA EAL/D Phase using the ACARA EAL/D Learning Progression and the NT EAL/D Phases Chart.

The identified NTCF ESL Levels and a student's ACARA EAL/D Phase inform the type and the degree of ESL pedagogy required to enable the student to be successful in their learning.

Teachers then set language learning goals for each ESL student based on the student's age, stage of schooling and the English language proficiency required to access the curriculum.

### **1.3 ESL pedagogy**

All NT Government schools are responsible for providing the appropriate degree of ESL pedagogy for students in all phases of the ACARA EAL/D Learning Progression. Schools will:

- adopt systematic and explicit teaching of Standard Australian English
- employ approaches and strategies which are mindful of the students' English language proficiency which builds a student's Standard Australian English language skills while simultaneously delivering the curriculum.

### **1.4 Home/local language**

Where capacity exists, home languages or local languages should be used to support the learning and acquisition of new concepts. Particularly in the early years it will be necessary to introduce concepts using the home/local language/s. This practice is informed by evidence-based research into learning through an additional language.

### **1.5 Monitoring and assessment practices for ESL learners**

Schools will monitor and assess a range of ESL student work in all four modes: listening, speaking, reading and writing. Evidence is to be captured in a variety of learning areas to determine growth in Standard Australian English proficiency using the NTCF ESL Levels. Students' NTCF ESL Levels must be entered into SAIS each semester to facilitate a record of each student's growth in Standard Australian English.

### **1.6 Reporting to parents practices for ESL learners**

In line with the [NT Board of Studies Curriculum, Assessment and Reporting policy and guidelines: T-9 \(staff access only\)](#), teachers will provide ESL students with A to E grades for each learning area. Additionally teachers will determine the students' ACARA EAL/D Phase and provide a specific comment on the student's progress in English language attainment in the report to parents each semester.

## **2. BUSINESS NEED**

The NT is characterised by a culturally and linguistically diverse population. Thirteen per cent of people in the NT have parents who were both born overseas and over 50 per cent speak languages other than English at home, including Australian Indigenous languages (source: [Australian Bureau of Statistics 2011 Census](#)).

It is critical that schools have teaching and learning programs in place that enable ESL students to develop the necessary Standard Australian English language and literacy skills for school and beyond.

This policy is required to support all NT Government schools to appropriately and consistently plan, teach, assess and report on ESL student progress, in line with NT and national direction and/or guidance. The policy and guidelines also provide for local and systemic ESL data capture to

report progress and facilitate evidence based decision making. This includes the provision of needs based funding adjustments for ESL students within the global budget resourcing model.

The key focus is to:

- strengthen ESL practice and knowledge in schools
- maximise learning outcomes for ESL students
- enable ESL students to successfully access pathways to further study and/or employment.

### 3. SCOPE

This policy applies to all NT Government schools including independent public schools. The policy applies to the planning, teaching, assessing and reporting of ESL students in all phases of the ACARA EAL/D Learning Progression from Transition to Year 12, requiring explicit teaching of Standard Australian English within learning areas to access the curriculum.

The policy does not apply to students participating in the Year 11 and Year 12 subject, *English as an Additional Language or Dialect*, which is covered by the [NT Board of Studies Curriculum, Assessment, Reporting and Certification Policy: Years 10-12](#).

### ROLES AND RESPONSIBILITIES

Refer to the English as a Second Language guidelines.

### 4. RELATED POLICY, LEGISLATION AND RESOURCES

School Support Services	<ul style="list-style-type: none"><li>• <a href="#">Learning Links</a> includes a range of resources developed to support the implementation of the policy and guidelines.</li></ul>
Northern Territory	<ul style="list-style-type: none"><li>• <a href="#">NT Board of Studies</a></li><li>• <a href="#">NT Curriculum Framework English as a Second Language Levels</a></li><li>• <a href="#">Enrolment policy suite</a></li><li>• Professional Standards for Assistant Teachers</li></ul>
National	<ul style="list-style-type: none"><li>• ACARA English as an Additional Language or Dialect Learning Progression</li><li>• <a href="#">Student Diversity Advice Materials: Australian Curriculum (ACARA)</a></li><li>• <a href="#">Australian Curriculum Senior Secondary EAL/D</a></li><li>• <a href="#">AITSL National Professional Standards for Teachers</a></li><li>• <a href="#">Australian Council of TESOL Associations (ACTA Standards)</a></li><li>• <a href="#">Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners</a></li></ul>

### 5. EVALUATION

School Support Services, in collaboration with the regions and schools, will evaluate the application and effectiveness of the policy on a two yearly basis using quantitative (including systemic ESL data) and qualitative data (including feedback from stakeholders) analysis.

School Support Services will take responsibility for the ongoing design, delivery and evaluation of professional learning in the implementation of this policy.

Executive Directors (North and South), Regional Directors and principals are responsible for the ongoing evaluation of performance at the school operational level.