

Supporting EAL/D students in home isolation

In 2020, over 190,000 students in NSW public schools are 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 [ACARA EAL/D Learning Progression](#): Beginning, Emerging, Developing or Consolidating. The needs of EAL/D students vary across phases and across stages of schooling.

EAL/D student support

EAL/D teaching and learning focuses on students learning English **in context** and across the curriculum so that they acquire 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.

In order to effectively support the needs of EAL/D students in learning across the curriculum, teachers should identify the language and literacy demands as well as any cultural and conceptual knowledge underlying the curriculum and texts used in class programs. When planning for teaching, teachers should 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.

There are a number of ways teachers can continue to support the English language learning of their students who may find themselves in isolation.

Virtual platforms

Virtual learning platforms allow students and teachers to learn flexibly. The Microsoft Community has a range of resources designed to

support teachers in utilising Microsoft Teams to support and continue students learning through remote access. These resources are available to all department staff here:

<https://bit.ly/nswdoeremotelearning>

Technology enhanced EAL/D teaching and learning

There are a large range of technologies available to support the teaching and learning of EAL/D students. [Immersive Reader](#) is a learning tool available across multiple platforms (Word, OneNote, Microsoft Edge) that provides written and spoken home language translation for a range of existing and teacher constructed texts. Immersive reader also has a built-in [picture dictionary](#) which can support students to link words with concepts.

A range of apps are available on apple and android products which can be used to support EAL/D learners.

Scaffolding for EAL/D students online

Online learning can present challenges for EAL/D students as teacher feedback and oral scaffolding may not be immediate or dynamic. There can be a greater demand on the student to access texts and produce language independently which might otherwise be scaffolded live by the teacher. This can be addressed through additional planned scaffolding using strategies such as:

- concept maps and graphic organisers. Advice and examples can be found at the [English Textual Concepts](#) webpage. These might be completed by the teacher and provided as a pre-reading overview to aid comprehension, or they might be completed by the student when engaging with a text.
- Features of [Google Classroom](#) such as the assignment function and shared documents. These allow individualised formative feedback on student drafts.
- Visual support for vocabulary and concepts. Copyright free images can be sourced from websites such as [PH](#). These can be used to

support literal comprehension and critical literacy.

- See *Online resources for EAL/D learners* for more teaching and learning ideas.

Because the online setting may limit EAL/D students' opportunities to ask for clarification, it is important that task instructions are explicit and transparent.

Online learning provides opportunities for engagement with syllabus outcomes and content specific to this mode. For example, much of the content of EAL11-2, EAL12-2, EAL11-9 and EAL12-9 is ideal for online delivery. Teachers may consider adjusting programs to foreground these outcomes while students are accessing work online.

Henry Parkes Equity Resource Centre

The Henry Parkes Equity Resource Centre library houses over 45,000 resources including multi-media classroom resources. Borrowing items from the library is free for all teachers, with items mailed directly to schools. Bilingual books and dictionaries are also available from the library in a range of languages.

[Membership forms](#) can be completed online. The library is currently closed to visitors but is still open for online borrowing. Teachers can access the libraries [resource catalogue](#) online. For more information please visit the [Henry Parkes Equity Resource Centre webpage](#).

Support for students from refugee backgrounds

Students from refugee backgrounds may find disruptions to normal school routines challenging. They may also have difficulty accessing online learning from home. It is important to ensure students and their families understand the reasons for any disruptions to normal school routines, using interpreters, if necessary.

Resources are allocated to schools with recently enrolled students from refugee backgrounds to enable them to provide additional targeted support. Schools with newly arrived students from

a refugee background may wish to direct students and families to [The Welcome Program](#) resource.

This resource helps schools provide an orientation to school in NSW.

For more information about how schools support students from refugee backgrounds, see [supporting refugee students](#).

Professional learning

All teachers have free access to [LinkedIn Learning](#) (previously Lynda.com) which offers online training courses in a range of skills and software including PhotoShop, the Microsoft Office suite, Google Drive (and Google Classroom), and how to make and edit YouTube content.

[Yammer](#) is the social networking platform used by the NSW Department of Education. You can create an account and log in using your Department credentials. Following the 'EAL/D Group' on Yammer is a good way of keeping up to date with new ideas and resources. The files section of the group hosts a range of resources, and posting questions in the feed can be a good way of making connections and finding out what other schools are doing to support EAL/D students.

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