

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT (EAL/D)

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Program

Class structure

IEC classes are organized into broad age groupings:

- Junior: 6 – 7 years
- Middle: 8 – 9 years
- Senior: 10 – 12 years

The level a student is placed in is determined by the student’s age, prior educational background, physical development, emotional and social maturity. Within each level there are two phases: Phase 1 and Phase 2. The student’s level of English language proficiency at time of enrolment, determines which phase a student will be placed in.

Phase 1 Classes: These classes provide programs for newly arrived students with limited or no English language skills who are in the very early stages of learning English. Students born in Australia and entering school for the first time with limited or no English language skills may also enrol in the junior phase 1 class.

The phase 1 teacher focuses mainly on the development of oral language skills across the curriculum and related literacy skills. Students are introduced to the Australian culture and environment along with the new environment and routines of the school. Students will experience new ways of learning and develop the appropriate language to assist them when socialising with peers, teachers and the wider community.

Phase 2 Classes: These classes provide programs for students who have developed sufficient oral language skills to effectively communicate orally with their peers, school staff and wider community. The teacher focuses mainly on the development of English literacy skills across the curriculum, however, extending the student’s oral language skills continues as an integral part of the program. Students will continue and expand their experiences with the Australian culture and environment while also developing knowledge of the local community and Australian society.

Specialist trained teachers

Teachers at Beaconsfield IEC are trained primary teachers with qualifications in teaching English as an Additional Language or Dialect (EAL/D). Most teachers have had many years of teaching experience. They all enjoy working with children from different backgrounds.

Specialist teachers at Beaconsfield IEC provide program for students in:

- Physical Education
- Music
- Drama
- Art

Additional staff

IEC Deputy Principal: The IEC Deputy Principal manages the intensive English program and may be contacted on (08) 9335 5806.

IEC School Officer: The IEC School Officer provides administrative support to the IEC Deputy Principal and staff, while also providing advice and assistance to IEC students and families regarding general aspects of the IEC. The IEC School Officer may be contacted on 9335 5806.

Ethnic Education Assistants (EEAs): The EEAs assist teachers in the teaching & learning program and may also provide translating and interpreting (some languages) for parents and students (when necessary). The EAL/D program is not a bilingual program and EEAs are not used to deliver the teaching and learning program bilingually to students.

IEC School Psychologist: The IEC School Psychologist works collaboratively with IEC staff to address the specific academic, social and emotional needs of IEC students identified as being at educational risk. The IEC school psychologist is also available to provide advice to parents regarding the academic, social and emotional development of students.

IEC Student Support Worker (SSW): The IEC SSW works collaboratively with IEC staff to implement programs that best support students' settlement into the Western Australian education system. The SSW also provides a supportive link between the child, the family, the IEC and other appropriate agencies in the community.

Stage One EAL/D Program

Beaconsfield IEC provides English as an Additional Language/Dialect (EAL/D) for Stage 1 EAL/D students. This program aims to provide students with the English language skills and cultural understandings necessary for them to begin to access mainstream curriculum. We believe this is best achieved by:

- A secure supportive learning environment
- Addressing students' educational, linguistic and cognitive needs.
- Providing a range of teaching approaches that are flexible and best suit the needs of the students

- Assisting students to adjust to the environment of the Australian school and wider community
- Promoting understanding and respect among cultural groups within the school community

Stage 1 EAL/D students newly arrived to Australia are learning Standard Australian English (SAE) for the first time and many will therefore have limited ability to demonstrate skills, knowledge and understandings across the curriculum equivalent to students who have SAE as their first language. For these students, the curriculum emphasis will be on developing English language communication skills across and through the curriculum while also being provided with language learning opportunities that emphasise and support learners in developing socio-cultural understandings related to SAE.

Additional Programs

The IEC senior classes attend a school camps once a year during a school term (3 – 4 days in duration). These camps provide students with the opportunity to develop their English language skills while interacting in an informal social setting with their peers and teachers. In addition to this, they are involved in many interesting and exciting activities that provide an insight into aspects of Australian lifestyle and the local environment.

Integration with the mainstream school

Students in IEC classes attend their own classes (full time) for their English language program; however, there are many opportunities for integration with the mainstream school.

IEC students are involved in:

- school assemblies
- middle/senior school and interschool sport
- school choir (optional)
- graduation assembly and dinner dance (year 6 students)
- school counsellor positions (students are voted into these positions by their peers)
- recess and lunch play sessions
- P&C Disco evenings (optional)
- whole school incursions
- school community days and evenings (all families invited)
- ‘buddy classes’ – IEC and mainstream classes form a buddy class and engage in a weekly shared session
- excursions outside the school
- school swimming lessons

Students at Educational Risk (SaER)

Students in the IEC identified as being at educational risk are monitored and targeted through individual education plans. These plans are developed in collaboration with the class teacher, IEC Deputy Principal and School Psychologist and address the academic, social and emotional needs of students (depending on the student's area of need).

Assessment and Reporting

The EAL/D Progress Map is the monitoring, assessment and reporting tool used by EAL/D teachers in IECs with Stage 1 EAL/D students. This Progress Map is the relevant monitoring tool to be used for EAL/D students who do not have the English language proficiency that allows them to fully demonstrate their skills, knowledge and understandings across a range of contexts in English

IEC students are reported on six monthly (from their time of enrolment in the IEC) as per the requirements of the Department of Education's 'Curriculum, Assessment and Reporting Policy (CAR) K-10: Policy and Guidelines'. Parent interviews are held when students exit the IEC and given their final report however an appointment for a parent interview may be requested at any by parents or teachers when necessary.

Beaconsfield IEC has an Open Days during the school year. This is held in term 1 and parents are invited to visit their child's classroom to view the teaching learning program as well as receive additional information from the class teacher.

Eligibility

To be eligible for support the following criteria must be met:

Students:

- are assessed using the *EAL/D Progress Map* as being in the Beginning or Emerging Phase of learning SAE in all language modes;
- hold an eligible visa category or hold Australian citizenship.
- are enrolled in Years 1-6.

Stage 1:

- Students born in Australia and enrolled in Year 1; or
- Students who have been in Australia no longer than a year, have enrolled within six months of arrival and are in their first year of schooling in Australia; or
- Students with a limited schooling background¹ who are within the first two years of schooling in Australia.

¹ Students from limited schooling backgrounds:

Students who have received less than three years of continuous schooling prior to arrival in Australia are classified as having limited schooling. These students can be given additional time in the IEC if necessary.

Enrolling students

Students may enrol at the IEC as soon as they arrive in Australia depending on the availability of space. Once enrolled, students are entitled to approximately twelve months intensive English language instruction. An appointment with the IEC Deputy Principal must be made when enrolling a student. Enrolments usually take an hour and where necessary, interpreters are provided. Parents/ caregivers should provide:

- original passport and visa documents
- birth certificates (for students born in Australia)
- child immunisation documents

Links to other services

ASeTTS (Association for Services to Torture and Trauma Survivors)

<http://www.asetts.org.au/>

North Lake Senior Campus (Post Compulsory Schooling)

www.northlake.wa.edu.au

Melville IEC (Secondary School)

<http://www.melville.wa.edu.au/>

Fremantle / Peel Education District Office

<http://www.det.wa.edu.au/education/deo/fremantle/>