



EAL Policy

The Australian School of Abu Dhabi

November 2015

EAL Guidelines and EAL Teacher Job Description

EAL Guidelines

1. EAL Admittance Procedures

For a student to be identified as an EAL student, the following procedure and criteria will be followed:

1. Based on the initial assessment that will be made by the English Language teacher, which includes questions that measure reading, writing, speaking and listening skills, students will be placed in EAL:
 - If the child does not speak English;
 - If the child speaks some English, but the level of understanding is far below the age level norm and they has had one year of previous English classes at another school, like governmental school;
 - If the child's oral communication skills are satisfactory, but the reading scores are two levels below the lowest reading level in the assigned class;
 - If the student indicates a reading level equal to the lowest reading level in the assigned class, but the writing samples indicate a severe lack of language usage, conventions, and structure for the class level.
2. The student has been assigned a class and after some time, there are still concerns by the English Language teacher. When this happens, the EAL teacher will retest the student to determine whether the student has been placed in error.

2. What EAL support is offered in each grade level?

Our goal is to offer support to higher grades since the academic challenge for them is much greater. Hence, EAL lessons would be better served through the regular classroom environment, as the students would learn the language and concepts at the same time. Reading and writing become more pronounced, the levels of knowledge and abilities will become much broader and the weaker English students will need more of a support with the academic language.

Students in the MYP who have been identified as EAL students will receive 3 periods in-class support on weekly basis.

3. How is the student's progress assessed?

The constant collaborative planning and teaching between the English teacher and the EAL teacher provides ample opportunity to constantly reflect on the progress of each EAL student in the class. All students in the class will have the same assessments and the same objectives, criteria and rubrics.

4. Who decides when a student exits EAL support and how is the decision made?

A student is removed from the EAL program when either the EAL support teacher or the English teacher feels, based on the day-to-day assessments and observations, that a student is capable of joining the class without support. The student should exhibit the following in order for this decision to take place:

- When the reading, writing and speaking level rises to that of the standard of the lowest reading group in the class .
- When both the EAL teacher and the English teacher feel that the written language is of a satisfactory level,

In this case, the EAL teacher will contact the Administration and set up a meeting to discuss the progress of the student, providing data to support the progress in all areas, but particularly in reading and writing. One of two courses of action will be adopted based on the decision made:

- If the academic team decides that the student is ready to exit EAL support, the parents will be met and the progress will be explained and the parents will be informed of the change
- If the academic team decides that the student needs further support, the student will remain in the EAL support group until it is deemed necessary to discuss the student case again. This decision may arise from a variety of factors, such as;
 - No English used at home
 - Parents cannot offer any home support
 - Student has a history of missing a lot of school

5. What is the homework policy for EAL learners?

- The best support for English language learning is exposure and practice of the language. Students will be given daily homework and worksheets.
- In reading, all students are encouraged to read daily. The EAL support students will be given reading material on a daily basis and follow-up will be given on all reading sessions either by the English teacher or the EAL support teacher.

6. The Job Description of EAL Teacher

Job Description

EAL Teacher – MYP1/MYP2

Roles and responsibilities

The EAL specialist and the English Teacher are language teachers. Meeting the broad needs of the students is a shared responsibility of teachers, the school administration and the parents. The role of the EAL teacher is to give in class support and to reinforce, support and extend the classroom work outside the class. The EAL and the English teacher are responsible to work collaboratively to identify, plan and provide services, provide effective differentiated instruction, provide ongoing assessment, report progress and work collaboratively to exit the student from the program. The significant role of an EAL teacher will be raising the standards of learning English skills and attainment for students in MYP with English as an Additional Language (EAL).

Professional Responsibilities

- Identify students who need EAL support with the help of the English Language teacher;
- Prioritise students for support;
- Audit and assess students' language levels;
- Based on the curriculum, EAL teachers liaise with the English Language teachers to prepare daily planning that is parallel with the material given to other students in class and which aims at developing the students' levels of proficiency related to all English language skills;
- Prepare worksheets, assessments, activities, etc. that aim at developing the level of students proficiency in different skills;

- Guiding and helping EAL students in class with the needed information and skills by using different methods, resources, techniques and equipment;
- Developing EAL students' skills by simplifying the information and building on their previous knowledge;
- Teachers liaise with the English Language teachers to identify the needs of every individual student and support her/him with the needed information, worksheets, activities and aids to develop their reading, writing, speaking, listening and analysis skills;
- Develop individual learning programmes for EAL students;
- Develop an action plan that addresses student's weaknesses and builds on student strengths;
- Differentiate work for students, ensuring that resources and materials reflect and support the linguistic diversity of students and liaise with the English Language teacher on lesson planning;
- Organise and run EAL related clubs before and after school;
- Provide guidance and in-service training staff on in-class strategies to support EAL students;
- Ensure that all staff are aware of the specific needs of all EAL students in the school and that the database is updated termly.

Teaching and Learning

- Be an exemplary teacher, clearly demonstrating effective planning, teaching and organisation, and high standards of achievement and behaviour in lessons;
- Monitor and record progress, set targets and report progress to English Language teachers;
- Support students in the classroom and or in groups with the needed information that will develop their English skills by using different methods, techniques, aids, worksheets, activities... etc;
- Liaise with the teaching staff to ensure that there is progression and continuity between MYP1 and MYP2;
- Provide support, individual and group interventions for identified groups of targeted students.

Other Specific Responsibilities.

- Lead professional development activities for staff and parents;

- Work closely with the English Department Coordinator and MYP Coordinator to secure and maintain excellent communication and continuity of practice;
- Liaise with the Librarian regarding provision of books in home language and culturally relevant texts;
- Celebrate the cultural diversity of the school population and explore possible links with home countries through the Internet and other activities;
- Initiate and develop partnerships with parents/community;
- Attend parent meetings.