

Identifying Aboriginal and Torres Strait Islander 'English as an additional language or dialect (EAL/D)' students

Is the student Aboriginal and/or Torres Strait Islander?

- Check OneSchool (Student details > Indigenous status).
- Confirm Aboriginal and/or Torres Strait Islander status with the student and their family or caregivers.

Does the student have Standard Australian English (SAE) as an additional language or dialect?

There are two ways to answer this question.

Information given at enrolment indicates the student is learning English as an additional language and/or dialect

At enrolment, parents and caregivers may identify or present as having an EAL/D background.

School leaders collect information on:

- main language/s or dialect/s other than English (MLOTE)
- language backgrounds other than English (LBOTE)
- languages spoken in the family and whether younger family members use these languages
- any previous EAL/D or bandscale records in OneSchool.

In-class observations suggest the student is learning English as an additional language and/or dialect

In class, teachers may observe and gather evidence of language behaviours that suggest an EAL/D background.

Teachers may:

- refer to the publication, *An introductory guide to Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) students*, for ways to 'tune in' to language behaviours*
- talk with Aboriginal and Torres Strait Islander school staff, specialists and/or family members to further support identification of an EAL/D background.

Use Bandscales to measure students' SAE proficiency

Bandscales are used to:

- establish levels of SAE proficiency of students confirmed at enrolment as EAL/D students
- confirm EAL/D status (if identified by teachers as possible EAL/D students) and establish EAL/D students' levels of SAE proficiency.

Record and Monitor

- Ensure student is 'flagged' as EAL/D in OneSchool (Manage Student Details > Cultural and Citizenship).
- Record bandscale levels in the four macro skills in OneSchool (Student Profile > Academic > Developmental Maps).
- Update bandscale levels every six months on the basis of most recent student responses and interactions.
- Students at Level 6 bandscale will require occasional support in SAE and should remain 'flagged' in OneSchool.



* Resources

An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) students

<https://learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/docs/introductory-guide-bandscales.pdf>

Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) students

<http://education.qld.gov.au/curriculum/framework/p-12/docs/bandscales-eald-learners.pdf>

English as an additional language or dialect (EAL/D) students (information to support P-12 curriculum, assessment and reporting framework)

<http://education.qld.gov.au/curriculum/framework/p-12/index.html>

English as an additional language or dialect (EAL/D) students (a resource in the Learning Place)

<https://learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/index.html>

English as an additional language or dialect (EAL/D) students actionable playbook

<https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/docs/playbook-EAL-D-learners.pdf>

Schools are strongly encouraged to seek relevant teacher professional development to build the confidence and capability of language leaders and teachers in identifying Indigenous EAL/D students and regularly monitoring their language development in the four macro skills – speaking, listening, reading/viewing and writing.

