



English as an Additional Language (EAL)

Handbook for Teachers

This handbook contains information collated from various sources including documents and web-links from the Department of Education. Most of the contents are directly taken from the sources, some summarised and paraphrased. The main aim of preparing this handbook is to provide teachers in the Mitchell Shire cluster of schools with a master document containing details about catering for learners of English as an Additional Language (EAL). Suggestions from leaders and EAL staff representatives have been considered. Names of colleagues who have contributed their time to discuss and provide their input have been noted and acknowledged.

Note: Hyperlinks are within subheadings in coloured fonts other than black.

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Leading Teacher (EAL)
Mitchell Shire Cluster of Schools

Contents

EAL Policy

Acronyms and Definitions

School Profile

EAL Students in Mainstream Schools

A Whole School Approach to EAL

EAL Student Enrolment

- **CASES Reports and EAL Student Enrolment**
- **Diagnostic Interview**
- **Sociolinguistic Learner Profile**
- **Initial EAL Assessments**
- **Enrolling EAL Students in Virtual New Arrivals Program**
- **EAL Students from Refugee Backgrounds**

EAL Curriculum

EAL Programming and Provision

- **Differentiated Instruction for EAL Learners**
- **Strategies to Teach EAL Students**
- **Individual Learning Plan**

Staff Roles in EAL Provision

EAL Resources

Professional Learning and Networking

Support for Families

Mitchell Shire Cluster of Schools EAL Program

Languages and Multicultural Education Resource Centre

Language Loop

VicTESOL

Foundation House

References

Acknowledgements

EAL POLICY



UPPS EAL Policy.docx

ACRONYMS AND DEFINITIONS

The following definitions are provided for clarity and understanding of terms used in this document.

LBOTE: A student is from a language background other than English if either the student, mother or father speaks a language other than English at home (these students can be born in Australia). This is a definition used in NAPLAN.

EAL: English as an Additional Language

General Definition: Students are defined as being EAL students if they come from a language background other than English, and require additional support in learning English as an additional language.

Funding is allocated to schools to provide EAL programs for students based on the number of students who:

- come from a language background other than English;
- speak a language other than English at home as their main language;
- have been enrolled in an Australian school for less than five years; and
- attract Student Resource Package (SRP) funding.

SCHOOL PROFILE

Upper Plenty Primary School has an enrolment of 205 students. Out of them, 11 are learners of English as an Additional Language. The language backgrounds of the EAL students are Punjabi, Urdu, Nepali, Hindi, Tamil, Kannada and Macedonian.

The EAL learners are in the following year levels:

Year Level	Number of EAL Students
Foundation	0
Grade 1	0
Grade 2	2
Grade 3	4
Grade 4	1
Grade 5	1
Grade 6	3

EAL LEARNERS IN MAINSTREAM SCHOOLS

EAL learners are a diverse group, and their learning needs vary. EAL learners include students:

- beginning school in Australia at any year level;
- born overseas or in Australia;
- beginning school with little, some or no exposure to English;
- with schooling equivalent to that received by their chronological peers; and
- with little or no previous formal schooling in any country, or with severely interrupted education in their first language.

Students learning English as an additional language are faced with a number of challenges. To make progress and to achieve the same level of educational success as other students they must develop literacy in English by:

- learning to speak English;
- learning to read and write English;
- continuing their learning in all learning areas through English, at the same time as they are learning English; and
- learning about the Australian school system.

They also need to develop new cultural understandings, in both the educational context and in the wider community.

A WHOLE SCHOOL APPROACH TO EAL

Catering for the language and literacy development of EAL learners is a long-term, shared school community commitment. At Upper Plenty Primary School, the EAL learners and their families are acknowledged, consulted and included as active participants in the school community. It also means:

- targeted EAL programs are provided for students with the greatest learning needs
- all teachers are aware of the learning needs of the EAL cohort
- strong EAL pedagogy is evident in classroom programs, planning, teaching and assessment practices
- teachers use the [Victorian Curriculum \(VC\) English as an Additional Language](#) framework as the basis for curriculum planning
- teachers use the VC EAL Achievement Standards and the EAL Reporting Tool to validate assessments of students' progress and to design appropriate learning experiences
- EAL programs and provision are regularly reviewed to ensure they continue to meet EAL learners' needs
- the [School Strategic Plan](#) the [Annual Implementation Plan](#) school policies and systemic practices document the school's support for, and provision of, quality EAL programs.

EAL STUDENT ENROLMENT

CASES Reports and EAL Student Information

CASES21 reports that show student information include Languages Background Other Than English (ST21034), New Arrivals Data Collection (ST21031) and EAL Student Achievement (ST21905), which displays up to seven years of student assessment data. Information collected and stored on CASES21 also includes:

- whether or not students speak English as their main language at home;
- the number of years of schooling students have had in their home countries;
- whether their schooling has been disrupted;
- date of arrival in Australia; and
- participation in a new arrivals program.



Identifying EAL
students using for



SRP Funding
Overseas Student C:



UPPS
ST21034_LBOTE_EAL

Determining student learning needs

At Upper Plenty Primary School, a Language and Learning Diagnostic Interview is conducted with parents of EAL learners at the time of enrolment. Information about the student's cultural, linguistic and educational background is collected using an interpreter if required to be sure that accurate information is collected. Using the information collected from parent/teacher interviews, from students themselves, reports from previous schools including transition reports from intensive English language programs, past school reports and/or academic records from other countries, a sociolinguistic profile of the EAL student is developed.



EAL-Language and
Learning Interview.c



Upper Plenty Primary
School Sociolinguistic

Initial Assessments

Initial assessments conducted relate to checking the knowledge and skills of EAL students across their Year Level VC Achievement Standards for Learning Areas other than English. English language proficiency is rated across the VC EAL Achievement Standards, the Pathway and EAL level decided according to the year level of enrolment and language skills demonstrated. The following test can be given to newly arrived students showing low or limited English language skills.



Primary Initial
Assessment.pdf

Enrolling EAL Students in Virtual New Arrivals Program

Students who have been assessed as eligible typically attend an English language school or centre for between six and twelve months, depending on their educational background and/or refugee/humanitarian status. The Virtual New Arrivals Program (VNAP) is available for students in isolated or rural schools who cannot access an English language school or centre. The Department provides access to intensive EAL instruction from teachers at the Victorian School of languages (VSL) for eligible students. Schools must inform parents or carers of newly arrived students for whom English is an additional language of the intensive English language programs available to them and how they can be accessed.

Eligibility Criteria

To be eligible to attend an English language school or centre or to participate in the VNAP students must:

- hold a visa that entitles them to enrol in a Victorian government school and that attracts Student Resource Package (SRP) funding
- speak a language other than English as their main language at home
- have a level of proficiency in English, determined at the local level by a school or English language school, that requires intensive assistance to enable them to participate fully in mainstream classroom programs
- begin at an English language school or centre or enrol in the VNAP
 - within 18 months of arrival, if entering Foundation year
 - within 6 months of arrival, if entering any other year of schooling
- at the time of enrolling in an English language school or centre or the VNAP, be undertaking or intending to undertake primary or secondary education at a Victorian government school as soon as practicable after completing the course.

VNAP Enrolment Forms



VNAP Program
Background.docx



EAL VNAP - referral
form 2024.docx



VNAP
parentguardian permi

EAL CURRICULUM

The English as an Additional Language (EAL) curriculum is central to the learning and development of all young Australians for whom English is not their home language. Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens.

Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. Students are provided with a range of opportunities to expand their linguistic repertoires, and one of the main ways to do this is through critical engagement with print and digital texts, including visual, multimodal and interactive texts. The study of various texts supports the development of communicative skills, linguistic knowledge and cultural understandings.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. The development of functional literacy skills is at the core of the EAL curriculum as a means of developing proficiency in English. The EAL curriculum provides opportunities for students to draw on their knowledge of the language/s spoken at home as a way to enhance their developing understanding of the English language. The inclusion of plurilingual awareness in the curriculum acknowledges the value of competence in multiple languages. A student who develops plurilingual awareness is able to integrate their knowledge of multiple languages in a way that enriches their communication and learning in all languages. This inclusion in the curriculum validates the importance of language and the role it plays in an individual's sense of self and identity.

Aims

The EAL curriculum aims to ensure that students:

- develop fundamental functional English language and literacy skills
- learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

- develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society.

Pathways

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

EAL Pathway A: Early immersion (Foundation–Year 2)

Early immersion language learners typically develop their literacy skills through experiences in the school context. Those who have had some experience of formal preschool or school will more readily adapt to the school setting.

A student located on EAL Pathway A may have some experience of formal learning in their home language or other languages and some experience of informal prior learning.

EAL Pathway A includes two levels of English-language learning: Level A1 and Level A2. Those with little or no experience of English begin at A1; those with some experience may begin at A2. The progress within these levels equates to the rates of progression expected in Foundation–Year 2.

Generally students who enter Foundation are pre-literate, regardless of their language background, and hence there is no Level AL. EAL students who enter Foundation with minimal literacy in other languages will begin their early immersion in English at Level A1.

EAL Pathway B: Mid immersion (Years 3–8)

Mid immersion language learners have experience of the social use of language, which they can use as they learn English at school. A student located on EAL Pathway B may have some experience of informal learning in their home language or other languages. Some have yet to experience formal schooling, while others may have experienced formal learning that is equivalent to their English-speaking peers. This may have been in their home language or other languages.

EAL learners with little or no English proficiency, fewer than two years of formal learning and minimal home literacy experience will begin this pathway at Level BL, before moving to Level B1. Learners with prior experience of formal learning but no proficiency in English begin at Level B1, and move through Levels B1, B2 and B3. The progress within these levels equates to the rates of progression expected in Years 3–8.

EAL Pathway C: Late immersion (Years 7–10)

Late immersion language learners have a mature understanding of themselves and their relations with others in different social contexts and can understand abstract ideas and relationships in their experience and learning about the world.

EAL learners without prior formal learning and with minimal home language literacy experience will begin this pathway at Level CL, before moving to the other levels. Learners with prior experience of formal learning but no proficiency in English will begin on Level C1 and move through Levels C1, C2, C3 and C4. The progress within these levels equates to the rates of progression expected in Years 7–10.



Scope & Sequence
Pathway B (1).docx



Scope & Sequence
Pathway B (2).docx

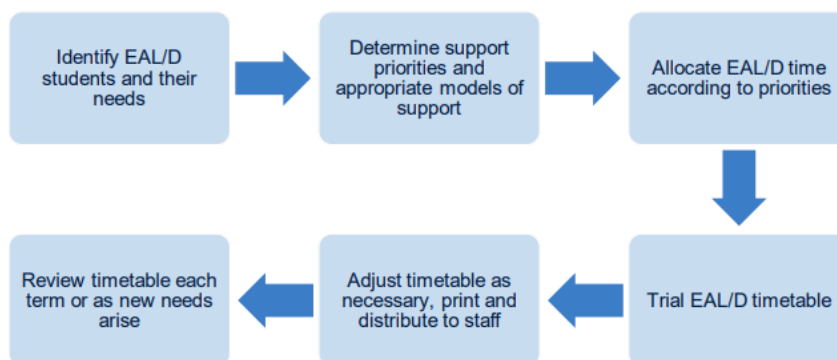


Scope & Sequence
Pathway C.docx



EAL Glossary.docx

EAL PROGRAMING AND PROVISION



(Source – NSW Dept of Edn, 2020)

At Upper Plenty Primary School, all programs in which EAL learners participate will provide optimal conditions for learning English. EAL learners will spend their time in mainstream classrooms, and will be provided with appropriate EAL-informed teaching. Classroom teachers are equipped to meet the educational needs of their EAL learners.

The needs of the EAL learner cohort across the school is considered for developing the EAL program. The program is decided based on the following:

- the range of needs across the EAL learner cohort
- students in need of a specialised EAL program
- students who could be adequately supported in mainstream classrooms
- students who will be targeted for a specialist EAL program
- students who are preliterate or beginning readers and writers who need to become literate in English as well as develop language skills
- students who need to develop ‘learning to learn’ skills or become familiar with classroom routines and behaviours

- students from a refugee background who may have significant pre-migration, migration or settlement issues impacting on their capacity to learn
- students who have encountered the technology used in the classroom before
- resources at the school appropriate for the learners, in terms of literacy, language and content level, as well as culturally appropriate content and imagery
- resources in the students' first or additional languages available at the school

Upper Plenty Primary School uses different organisational strategies and student groupings to maximise its ability to cater for the diverse learning needs of the EAL learners. These include team teaching, flexible groupings, and specialist programs. These options are not mutually exclusive, and some or all can operate, depending on considerations including students' needs, school size, staffing, and resources.



Collaborative
Planning, Team and

EAL Strategies

EAL students in Primary School are provided extra support for their English language development through Literacy Intervention.

EAL students are catered through Differentiated Instruction. Teachers use various strategies depending upon the curriculum contents covered and knowledge and skills focused.



Useful EAL
Strategies.doc

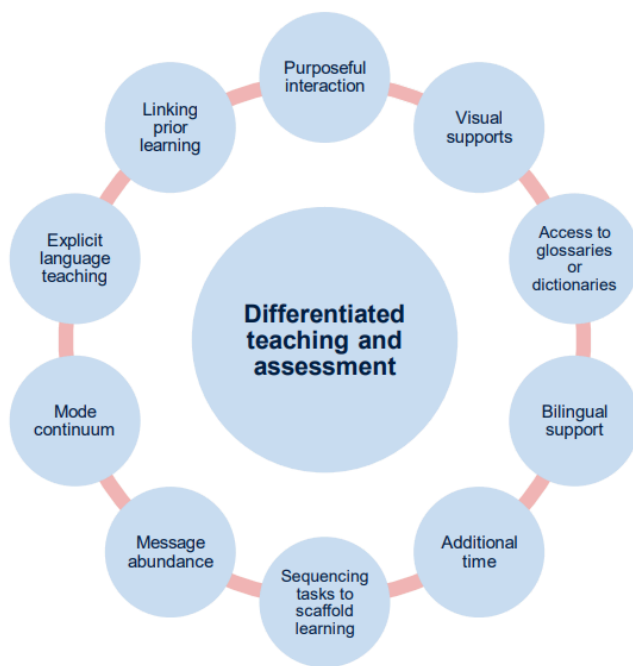


Writing Strategies
(EAL).docx



Strategies for
Teaching Maths.doc

Visual of various EAL differentiation supports (Source – NSW Dept of Edn, 2020)



ASSESSMENT AND REPORTING

Assessment

- It is the responsibility of the Classroom Teacher to assess the language learning needs of the EAL learners with the support of the Literacy/EAL Leaders.
- [Assessments on the Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language \(TEAL\) Website](#) are used for testing the English language proficiency of students in the three language modes: Speaking and Listening; Reading and Viewing and Writing.
- Assessment outcomes for English are measured against the Victorian Curriculum EAL Achievement Standards for the different levels of [Pathway A](#), [Pathway B](#) and [Pathway C](#).
- The EAL Reporting Resources provided by DET for are used to check the language learning progression of the EAL students.



PathwayA_Reportin
g Resource.docx



PathwayB_Reportin
g Resource.docx



PathwayC_Reportin
g Resource.docx

- Assessment outcomes for Learning Areas other than English are measured against the respective Victorian Curriculum Year Level Achievement Standards. English language proficiency of the EAL student is considered while designing and deciding the assessment tasks, to ensure that they are able to demonstrate their understanding of the subject contents, knowledge and skills.
- Individual Learning Plans will be written based on assessment outcomes.
- Indicators of progress on the EAL Continuum which have not been met by the student are considered to form the new learning goals.

- EAL students' proficiency levels are imported to CASES21 for Semester 1 and 2 each year, so it becomes part of their permanent record.

Reporting

At Upper Plenty Primary School, the EAL reporting template provided by the Compass software is used for the mid and end of year semester reports.

Three Way Conferences with the engagement of an interpreter are arranged as required.

Department of Education Policy and Guidelines for Reporting:

[Policy | education.vic.gov.au](https://www.education.vic.gov.au/policy)

[Guidance | education.vic.gov.au](https://www.education.vic.gov.au/guidance)

Five-point Scale Rating:



reporting-student-
achievement-five-pc

STAFF ROLES IN EAL PROVISION

At Upper Plenty Primary School, all the members of the school community have a role to play in the development and delivery of the school's EAL program. Each Staff member is responsible for the wellbeing of each EAL student regardless of whether they are the classroom teacher.

Principal and Assistant Principals

The Principal and Assistant Principals ensure that:

- accurate data is collected through enrolment procedures, interviews and meetings with parents so that statistical information about the school population can be collated and important factors influencing the students' learning are known;
- interpreters are used to obtain accurate information about the learner from parents;
- resources to cater for EAL learners are available at the school;
- teachers have access to information about their students that is relevant to the teaching and learning program.

The Principal and Assistant Principals provide opportunities for teacher professional learning to ensure that there is an awareness in the school community about:

- the implications of additional language acquisition for learning and teaching;
- the latest information about EAL methodology and resources;
- how to work effectively with interpreters and MEAs;
- the refugee experience and recovery goals to support student learning and wellbeing;
- promoting a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- encouraging home-school partnerships and parent engagement.

Curriculum and Literacy Leaders

The Curriculum and Literacy Leaders:

- ensure that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all three modes of Speaking and Listening, Reading and Viewing and Writing
- develop an approach that promotes access to the curriculum for all students including EAL learners
- build teachers' knowledge of the explicit language and literacy demands of their teaching areas
- ensure that curriculum policies require multicultural perspectives to be incorporated in all learning areas
- ensure that assessment in all learning areas is able to measure a student's capacity to engage with the language and literacy demands of the curriculum
- support teachers in using assessment information to scaffold students' learning in literacy and language through the learning areas
- build staff capacity in using appropriate assessment for EAL learners

The Curriculum and Literacy Leaders ensure that staff have access to EAL professional learning, including that which develops their understanding of:

- the cultural, linguistic and faith backgrounds of their students
- how English as an additional language is learnt
- the teaching and learning conditions that best promote the learning of English as an additional language
- the language and literacy demands of classroom activities and learning areas
- EAL teaching strategies they can use in their classrooms
- the pathways and levels of EAL learning as described in the Victorian Curriculum
- the particular learning needs of the full range of EAL learners
- where appropriate, the refugee experience and approaches to support that promote the wellbeing of students from refugee backgrounds.

Classroom and Subject Teachers

At Upper Plenty Primary School, the classroom teacher in the primary school and subject teacher in the secondary school:

- identify the language learning needs of EAL learners when planning activities across all areas of the curriculum
- plan curriculum that takes account of the understanding that EAL learners are acquiring English while learning about English, through English and learning how to read, write and speak at the same time
- make the language and literacy demands required for success in each lesson explicit to all students
- scaffold students' language and literacy learning through the curriculum explicitly by using EAL strategies and teaching approaches
- develop classroom activities that relate to and build upon the experiences that students bring to the learning situation
- use assessment strategies that allow all students to demonstrate the understandings they have gained

- keep assessment records that indicate the growth of understandings and skills
- inform parents of student progress in EAL as well as in the learning areas other than English
- provide opportunities for all students to share the diversity of their experiences
- ensure that multicultural perspectives are incorporated in all aspects of the social and learning environments
- attend relevant EAL professional learning.

EAL RESOURCES

EAL Resources from VCAA and DET

The poster below has links to access EAL resources provided by VCAA and DET

[DET VCAA EAL_Resources_Diagram 2021.pdf](#)

Resources for Newly Arrived /Beginner EAL Students

DET's resources for new arrival/beginner EAL students are available on ARC. The following links can be accessed to view or download the resources:

[Beginning EAL - Support materials Years 7-10 - Arc - Department of Education & Training](#)

[Beginning EAL - Support materials Years 2-6 – Arc – Department of Education & Training](#)

[Language Games - Arc- Department of Education & Training](#)

[Word Study - Arc – Department of Education & Training](#)

Multilingual Resources

The links in the following document from LMERC provide access to view and download multilingual resources suitable for EAL students.

[MultilingualResourcesOnlineFinal.pdf](#)

WELFARE AND WELL-BEING

The impact on students' wellbeing has a strong influence on their academic progress. For a happy and successful school community, the following aspects are to be considered while catering for a multilingual cohort:

- Involve EAL families in positive and collaborative dialogues from the beginning and engage them in school events especially those where their cultures and languages are celebrated.
- Collect information about the language and cultural background of the EAL students and about their previous schooling experiences.

- Address diversity through topics covered in class to teach about individual differences, so EAL students learn to identify similarities and accept things that make them unique.
- Set tasks that are cognitively challenging and require low levels of English proficiency to access so the EAL students don't become complacent and show behavioural concerns.
- Celebrate the learning and successes of the EAL learners

Support for Parents and Families of EAL Students

At Upper Plenty Primary School, the language needs of the parents of the EAL students are catered for through:

- discussion within the initial interview
- interpreters as required
- translated information notices
- parent information sessions
- parent teacher interviews
- meetings as required to discuss the learning progression of the children
- collecting feedback through surveys.

[Upper Plenty Primary School – Parent Involvement](#)

MITCHELL SHIRE CLUSTER OF SCHOOLS EAL PROGRAM

The objective of the Mitchell Shire Cluster of Schools EAL Program is to provide curriculum planning, reporting and assessment advice and guidance to teachers of EAL students in schools to improve the understanding and knowledge of EAL student learning needs by the school community, including leadership, classroom teachers and other staff.

Beveridge Primary School is the coordinating school for the Mitchell Shire Cluster of Schools EAL Program. The principal of the school oversees the program. The funding for the Mitchell Cluster of Schools EAL Program has been provided by the Department of Education and Training (DET) to the coordinating school.

2024 Mitchell Cluster Schools

Beveridge Plenty Primary School (Ambrosia Campus)
Broadford Primary School
Broadford Secondary College
Kilmore Primary School
Puckapunyal Primary School
Seymour College
Upper Plenty Primary School
Wandong Primary School
Willowmavin Primary School

To meet the program objectives, a Leading Teacher assisted by an admin staff works strategically with the leaders of the schools in the cluster in collaboration with the Regional EAL Program Officer to build capacity of teachers and the wider school community to support EAL learners and their families.

The Cluster EAL Leading Teacher is available to:

- assist school staff in developing an understanding of EAL assessment, curriculum planning and pedagogy across subject areas through classroom modelling and teacher planning sessions;
- support teachers in developing Individual Learning Plans for EAL students, implementing differentiated curriculum, using the EAL Developmental Continuum and writing reports;
- mentor and coach teachers and ES staff to use effective strategies to cater for EAL students;
- promote the exchange of appropriate cultural information for EAL students;
- support the school with developing induction, transition and pathway planning processes for EAL students;
- provide advice to schools about effective communication with non- English speaking parent community on educational matters;
- liaise with agencies providing services for EAL students and their families to connect them with the wider community;
- establish and maintain a data management system to monitor and track the progress of EAL students within the school and use this to inform curriculum planning and delivery; and
- assist the school to implement practices that sustain improvement beyond the funded period of initiatives for EAL students.

Contact Details:

Cluster Leading Teacher
Shanthi Antony
Shanthi.antony@education.vic.gov.au

LANGUAGES AND MULTICULTURAL EDUCATION RESOURCE CENTRE (LMERC)

The Languages and Multicultural Education Resource Centre is DET's specialised library with resources in the areas of EAL, Languages and the Victorian Curriculum Intercultural Capability and Cross-curriculum Priority areas. The collection includes over 28,000 items in all formats.

LMERC Services

- Expert assistance with selection and evaluation of resources
- Referral to other information networks
- Resource lists and bibliographies
- Displays of resources for special events
- Bulk loans (by negotiation)
- Staff group visits (by appointment)
- Postal service for government schools in rural areas
- Quarterly e-newsletters

Membership and Borrowing

LMERC membership is available to:

- teachers from all Victorian school sectors and community language schools;
- staff and students from tertiary education faculties; and
- DET staff.

Membership can be taken by visiting LMERC in person and filling in an application form or joining online accessing the relevant link on the library's website.

LMERC Location and Contact Details

Level 1

CO.AS.IT Building

189 Faraday St

Carlton VIC 3053

Opening hours: Weekdays 9.00am - 5.00pm, including school holidays.

Returns can only be made during opening hours.

Telephone: (03) 9349 1418

Email: lmerc.library@edumail.vic.gov.au

[LMERC Homepage](#)

[DET Website - LMERC](#)

INTERPRETING AND TRANSLATING SERVICES

[Languageloop](#)

VITS LanguageLoop provides interpreting and translating services and a comprehensive booking facility for schools.

Bookings for on-site interpreters can be made via the online booking facility at: <http://client.languageloop.com.au>. Each user is required to quote their pin number and enter a password (provided by VITS LanguageLoop).

To book by telephone (24 hours, 7 days a week) contact VITS LanguageLoop on 03 9280 1955.

Bookings made through email are to be directed to: bookings@languageloop.com.au

VITS LanguageLoop can be contacted (24 hours, 7 days a week) on (03) 9280 1900.

On-site and telephone interpreters are available for the following categories/assignments:

- Parent Teacher Interview
- Information Dissemination
- About the individual Student (E.g. educational progress, integration, careers/pathways, welfare, discipline).
- Student Services Assessments. (E.g. speech pathologist, psychologist, social worker, and visiting teacher)
- Transition to Primary School
- Student Enrolment

The above categories and notional times (60 mins / 90 mins) relate to interpreting assignments for approved categories for which schools do not require prior approval from DET. However, in some unusual VITS LanguageLoop Interpreting and Translating Services will require permission from DET before accepting the booking. Schools are not able to access interpreting services for events such as graduations, performances or for assisting individual students in the classroom or with other curriculum issues.

A telephone interpreter service facilitates three-way communication and video interpreting. This service is cost effective and available 24 hours a day, 7 days a week. The 24 most commonly requested languages are automated by using a telephone number that corresponds to the required language. Waiting time for this service is minimal, and in most situations all parties will be linked within minutes. VITS LanguageLoop can also offer Video Interpreting.

Calls to VITS LanguageLoop on public holidays and outside normal business hours (8:00am – 9:00pm Monday to Friday and 8:00am – 1:00pm Saturday) will incur additional costs.

VicTESOL

VicTESOL is a professional association committed to promoting excellence in Teaching English to Speakers of Other Languages (TESOL) and supporting cultural and linguistic diversity through high quality multicultural education.

VicTESOL:

- provides support and services to generalist, content, trade and EAL specialist teachers across the state of Victoria in a range of sectors including schools and kindergartens;

- aims to support teachers and students by developing and disseminating information that advances knowledge of what constitutes best-practice in education to students from culturally and linguistically diverse backgrounds;
- constantly advocates on behalf of EAL students and their teachers and keeps members informed of state and national initiatives and issues as they emerge, according to the association's prescribed policy;
- supports research into issues and practices that influence the educational outcomes and/or language learning trajectories of ESL learners across all educational sectors.
- endeavours to contribute to the development of educational policy that impacts support for EAL students and teachers so the distinctive educational needs of these students are not overlooked by policy makers.

VicTESOL members actively participate in consultative workshops convened by state and national authorities to ensure that these students are well represented.

Contact VicTESOL

VicTESOL Association Officer

victesol@victesol.vic.edu.au

VicTESOL Professional Learning Co-ordinator

plcoordinator@victesol.vic.edu.au

[VicTESOL Website](#)

FOUNDATION HOUSE

Foundation House provides support services for students of refugee backgrounds. It is funded by the Victorian Department of Education and Training and works with Victorian schools. School's In for Refugees (SIFR) provides [resources](#) to empower educators to support students of refugee backgrounds to recover and experience wellbeing and achievement at school. SIFR is based on Foundation House's [Trauma Recovery Framework](#).

Trauma recovery involves the ability to live in the present without being overwhelmed by the consequences associated with past traumatic events. Recovery is a vital goal for students and families who have survived refugee experiences and are settling in Australia. SIFR helps you to:

- Appreciate young refugees' experiences, including [disrupted schooling](#).
- Understand how [refugee trauma impacts](#) children's and young people's schooling.
- Apply a [whole-school approach to support students](#) of refugee backgrounds.

CENTRE FOR MULTICULTURAL YOUTH (CMY)

Students and families from migrant and refugee backgrounds have a unique set of needs and face a variety of challenges when engaging in the education system. These may include: English not being their first language, disrupted education prior to arriving in Australia, experiences of trauma that impact on learning, experiences of racism at school and in broader society, parents having limited or no experience navigating formal education systems, differing expectations of the structures and norms of the Victorian education system.

CMY can help to build capability and boost confidence in supporting and engaging with students and families from refugee and migrant backgrounds for better educational outcomes.

CMY has a range of programs and resources designed to support school-aged young people and their families. CMY works to improve educational outcomes for Victorian students from migrant and refugee backgrounds through organisational capability building and direct support activities.

Learning Support Clubs

There are over 350 homework clubs or learning support programs operating in Victoria, with options for all students from Prep to Year 12. Homework clubs are generally free or very low cost. CMY has a map of homework clubs in Victoria, to help young people and families find a program close to where they live.

Joining a homework club may help students to build confidence at school and improve academic results. In addition to providing help with homework, some programs may also run other activities to support learning and skill development. Homework clubs are also great places for students to meet new people and make friends in a safe and welcoming environment. Details about locating homework clubs are on the CMY website.

Some Resources from CMY

- [Map of Victorian Education System \(PDF\)](#)
- [Map of Victorian Education System e-learning resource](#)
- [I can – Education support tips for parents \(PDF\)](#)
- [I can – Parents video in languages](#)

Contact Details

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Website

[CMY](#)

REFERENCES

<https://www.cmy.net.au/organisations-businesses/education/>
<https://victesol.vic.edu.au/>
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