NSW SCHOOL OF LANGUAGES

Rural and Distance Education, Learning and Leadership

Stage 6 English EAL/D via distance education

Conditions and Procedures for Schools

NSW GOVERNMENT Education

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Guidelines for regional government schools participating in the Stage 6 English EAL/D distance education course via NSW School of Languages

1 Overview

1.1 Background

The NSW Department of Education provides distance education programs for students resident in NSW, who are isolated or whose special circumstances prevent them from attending school on a regular basis. It also provides eligible students with access to curriculum to meet Department of Education mandatory requirements and NSW Education Standards Authority (NESA) minimum requirements leading to the award of the NSW Higher School Certificate (HSC).

1.2 Aim of the Stage 6 English EAL/D via distance education course

The aim of the Stage 6 HSC English EAL/D distance education course is to enable students living in rural and regional NSW (who would otherwise have to take a Standard English course) to have access to the more appropriate Stage 6 English EAL/D course. By undertaking this single course, students who meet course requirements will be able to include it as one of their courses studied for their HSC.

1.3 The Stage 6 English EAL/D course

The Stage 6 English EAL/D course is an English course which is academically rigorous, with similar outcomes to Standard English.

1.4 Target Student Group

Students who wish to participate in this course must meet NESA eligibility requirements and attend a government school in rural and regional NSW where the Stage 6 English EAL/D course is not offered.

Students who are in the early stages of their English language proficiency **must** complete the New Arrivals Program before enrolling in the Stage 6 English EAL/D distance education course. These students are usually students who have just arrived in Australia and have been assessed by an EAL/D specialist as demonstrating English proficiency at the Beginning or Emerging English phases and therefore in need of intensive English support. They are eligible for up to 12 months' teaching support from the EAL/D New Arrivals Program. This is a program to develop the EAL/D student's English language skills. Details are available from the Multicultural Education website. However, if that is not available, the student should have received instruction in English for at least 1 year with support from an EAL/D teacher.

1.5 Course Entry Requirements

The Stage 6 English EAL/D course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for **five years or less prior to the beginning of Year 11**.

This includes:

- students who have had their education in English interrupted and/or have had interrupted schooling
- Aboriginal and Torres Strait Islander students from Indigenous communities where standard English is not the *lingua franca* of the local community.

The onus will be on students to present evidence of prior schooling.

In cases where it is difficult to ascertain the extent to which a student has been using English as the language and medium of instruction, entry to the course will be determined on the basis of an assessment of the student's oral and written language competence.

For students who have had substantially interrupted schooling or little or no formal education prior to the commencement of study using English as the language of instruction, approval may be sought for up to twelve months to be added to the course entry requirements period. The principal of the student's home school is required to forward a submission providing evidence of a student's individual circumstances to NSW School of Languages (NSL).

All participating schools are responsible for ensuring that they are aware of NESA's current requirements for the HSC. The latest information can be accessed on the NESA website.

1.6 Method of Delivery

The course is delivered by EAL/D teachers at NSL in Sydney. Students participate in the course in their own schools. NSL teachers are qualified EAL/D teachers with experience in distance education delivery of HSC courses.

NSL teachers use blended delivery strategies such as Canvas, phone calls, video conferencing, and digital materials to teach the EAL/D students. Students will be able to contact their NSL teacher via telephone, email and Canvas. Written work is completed on Canvas and OneDrive.

Each participating school must nominate a supervising teacher who will ensure that their EAL/D students meet all NESA curriculum requirements and who will support those students in their understanding of course work, completion of assigned tasks and use of technology.

Completion of course work and participation in lessons and videoconferencing, or the learning platform agreed upon by the EAL/D teacher and student, will be mandatory.

2 Roles and Responsibilities of the Rural and Regional Government Schools participating in the Stage 6 English EAL/D through NSL

The role of the participating schools will involve the coordination of the logistics of their students' participation and support in understanding the course content when needed. The EAL/D students who are participating in this course will require **much more support** than mainstream distance education students, because of their developing English skills and unfamiliarity with the Australian culture and education system.

2.1 School Principal

The role of the school principal includes:

- ensuring all NESA requirements are met, including the entry of their students for the Stage 6 English EAL/D Preliminary and HSC courses in Schools Online
- ensuring that students are aware of the independent learning skills required to complete the course
- nominating a supervising teacher and providing a period allocation for the supervising teacher to support the student's understanding of course work and completion of assignments, formal examinations and assessment tasks and support the student's use of technology. Where possible, the supervising teacher should be a member of the English staff or be supported closely by a member of the English staff
- ensuring that students are allocated a prescribed time to study that will include daily study/work periods and times when the NSL teacher can contact students
- ensuring that students have access to and use of supervised specialist rooms with a desktop computer or laptop, with internet access, headsets and camera for web conferencing
- providing students with the required resources and a computer with internet access, headsets, camera and printer. A school telephone may be required if internet access is unavailable ensuring that procedures are in place so that students return work at times set by the NSL teacher and complete all set tasks including homework, assignments, assessment tasks and formal examinations
- ensuring that procedures will be in place to ensure parental permission is obtained for students to attend activities arranged by NSL and that appropriate risk assessments will be undertaken.

2.2 Supervising Teacher

The role of the supervising teacher includes:

- being familiar with the relevant Stage 6 English EAL/D syllabus requirements
- being fully aware of the content and demands of the Stage 6 English EAL/D course
- monitoring student attendance at timetabled lessons and study periods

- printing and supervising the student's initial English Language test in Year 11 and emailing it back to the EAL/D teacher at NSL
- supporting and encouraging students through assistance with locating materials and resources needed for lessons, developing a timetable for work, providing a suitable workplace, ensuring basic equipment is set up when required
- clarifying course content and task requirements by interpreting and explaining to students the intention or meaning of instructions or content included in lesson materials or in messages from the NSL EAL/D teacher
- monitoring the student's completion of set tasks and the return of work to NSL
- upholding security and fairness in assessment tasks by ensuring that the student is not allowed access to any additional information that has not been provided by the NSL EAL/D teacher
- ensuring student responses to assessment tasks are scanned and emailed to NSL. Original papers should be retained by the home school
- recording all relevant details pertaining to assessment tasks, for example: name, date and time submitted
- notifying the NSL EAL/D teacher when a student misses an assessment task
- liaising with the NSL EAL/D teacher regarding non-completion of assessment tasks
- communicating with home school parents through the N determination process, if required
- providing feedback to the NSL EAL/D teacher on the student's responses to the lesson activities and on his/her performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
- supporting the student in the use of information and communication technologies such as Canvas, web conferencing or other learning platforms and ensuring a manageable and familiar start-up routine for each lesson, for example: turning equipment on and off, focusing the camera, using microphones (enhancing voice projection) and logging the student into the video/web conferencing system, or other learning platforms
- liaising with the student regarding welfare issues and liaising with parents, if required.

3 Preparation and Planning

3.1 Supervising Teachers

The supervising teacher needs to:

- meet with the student and assist them in becoming familiar with the course materials, technical equipment and the required routine for working independently
- assist the student to practise using the technology before the course begins and consider if additional equipment will be needed, for example a portable microphone
- plan for alterations to routine, for example staff absences, equipment failure, excursions
- liaise with the NSL EAL/D teacher to ensure all procedures are ready for the commencement of the course
- print and supervise the English Language Test and ensure the student's response is returned to the EAL/D teacher at NSL.

3.2 Timetabling

- Students must be timetabled to study Stage 6 English EAL/D for the full number of periods allocated by the school for the study of English.
- The course should appear on the timetable of the home school to ensure that all staff members are aware of rooming and lesson times.
- The timetable needs to be emailed to the teacher upon enrolment, or soon thereafter. The timetable must clearly show the allocated NSL EALD lessons. If there are any changes to the EALD lesson times, a new timetable needs to be emailed to the teacher.
- Students must be able to access two sessions each week with the NSL EAL/D teacher via web conferencing. A school phone may be used if internet access is unavailable.
- Students must use the periods allocated for Stage 6 English EAL/D to complete their course work, much of which will be as independent study.
- Provisions should be made for students to be regularly supported by the home school supervising teacher as they complete their course work.

Checklist for government school principals considering enrolling a student in the HSC or Preliminary English EAL/D course

This is a brief list of requirements for the principal to consider before enrolling a student in the Stage 6 English EAL/D course.

- ❒ The student has been educated in English for 5 years or less prior to Year 11 **or** the student is a refugee and/or has had interrupted schooling.

- ❒ The home school can provide a supervising teacher with period allocation who is familiar with the English syllabus to support the student.

- ❒ The home school can provide web conferencing facilities and provide the student with a laptop or desktop computer with reliable internet.

- ❒ The student is capable of independent study.

- ❒ The student has completed the New Arrivals Program or has received instruction in English for at least one year with support from an EAL/D teacher.

Appendix: Stage 6 English EAL/D Course Frequently Asked Questions

This document outlines possible questions students and parents may have regarding the English EAL/D course. It is important for students to realise that this course is designed especially to support them in developing their English language skills while at the same time studying English for the HSC.

Can anyone do this course?

- No. This course has been designed for students who:
  - have been learning in English for no more than five (5) years at the start of the course in Year 11
  - are enrolled full-time in regional and rural **government** high schools
  - have completed the New Arrivals Program or have received instruction in English for at least one year with support from an EAL/D teacher.

- Other eligible students are those who:
  - started school in Year 6 of primary school; started school earlier but have had disrupted schooling (for example, refugees) or
  - were born in Australia but who returned overseas for a long period of time.

How does this course compare to the other English courses?

- It is only available to a select group of students, that is those who satisfy the above criteria.
- Lessons are taught using blended delivery and require some independent work.

Are there any disadvantages for students doing the course?

No. There should not be any disadvantages. This is a discrete English course, so students have access to Bands 1-6.

Past students have been accepted into many different university courses, including the following:

Medicine	Accountancy	Medical Science
Commerce	Ophthalmology	Advanced Science
Law	Nursing	Business Administration
Engineering	Teaching	Information Technology
Dentistry	Pharmacy	Actuarial Studies

What happens if a student wants to enrol in Preliminary English EAL/D?

- The student should first complete the New Arrivals Program.
- The student should enrol in Year 10 and complete Year 10 in order to develop his/her English language skills in order to satisfactorily cope with the Preliminary English EAL/D course.

What happens if a student wants to enrol in Preliminary English EAL/D after Term 1?

- If a student has attended a Preliminary Standard English class at the home school in Term 1 of Year 11, they may be able to change to the EAL/D course at NSL if:

- they are eligible
- the student/s can be accommodated according to NSL staffing allocations.

Can a student who has completed Preliminary Standard English at their home school change to HSC EAL/D at NSL?

- Yes, if the student meets the eligibility requirements, they may join the HSC EAL/D course.
- Application to NSL should be made towards the end of Term 3, **not** in Term 4.

English EAL/D Resources

Year 11

Students need to be able to access the film 'Rabbit -Proof Fence'. The school needs to contact NSL if they need assistance accessing the film.

Year 12

Students need to be able to access:

- the film *'Arrival (2017)'*
- the novel 'The Namesake' by Jhumpa Lahiri
- the film "The Namesake".

The school needs to contact NSL if they need assistance accessing these resources.

The same resources will be used each year for the current syllabus.