



Using the EQ Band Scales for EAL/D students



Overview

- ▶ Who are the EAL/D students? According to ACARA.
- ▶ What are the EQ Bandscales? The NEW and OLD versions of the Introductory guide to the Bandscales.
- ▶ Links to find these important document
- ▶ What is the ACARA Learning Progression in relation to the Bandscales?
- ▶ When to Bandscale?
- ▶ Why Bandscale learners?
- ▶ What to Bandscale? Listening/Speaking/Reading/Writing
- ▶ What is the difference between BICS, CALPS and CUPS?
- ▶ Why EQ Bandscales and TEEPLE? Link?
- ▶ Entering Bandscales onto OneSchool and Developmental maps
- ▶ One Channel Recordings to deepen one's knowledge of EQ Bandscaling.
- ▶ Metropolitan Ed Studio



Who are EAL/D students?

- ▶ The Australian curriculum acknowledges the importance of recognising and responding to the learning needs of EALD students (ACARA 2014a)
- ▶ English as an additional language or dialect (EAL/D) students are “those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in SAE (ACARA 2014, p.9)
- ▶ These students come from diverse language and cultural backgrounds, yet they face the common challenge of **learning a new language**, Standard Australian English, at the same time as they must **learn curriculum content** in and through this new language. SAE is the variety of spoken and written English used formally in Australian schools.
- ▶ Please take note that many, but not all EAL/D students require additional support to meet the curriculum expectations for their age cohort.

Aboriginal students and Torres Strait Islander students

**International students:
Dependants of international students on student visas, and fee paying international students**

**Immigrants to Australia:
Temporary residents, and migrants on recognised permanent, temporary or bridging visas**

Children born in Australia of migrant heritage where English is not spoken at home

Students of Australian South Sea Islander background

EAL/D learner groups

Children of deaf adults who use AUSLAN as their first language

Students with Maori or Pacific Islander backgrounds

Australian-born students returning from abroad, having lived for extended periods of time in countries where their schooling was not in English

Students with a refugee background (or students who have a refugee-like status or circumstance)



Where do you get the EQ Bandscales?

- ▶ Education Queensland website (doing a google search. I have link on a later slide)
- ▶ Metropolitan EAL/D site
- ▶ Ed Studio in the learning place
- ▶ I can provide you with an electronic link to access both the Introductory guides to using the Bandscales as they can be downloaded from the internet.
- ▶ The new Bandscales book is not as easy to find currently but I can provide a copy on your sticks or send it to you via email.

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





Link to the new “Introductory guide to the Bandscales state schools.”

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

Link to the older version of “Introductory guide to the Bandscales State Schools)

<https://eqi.com.au/pdfs/eald-learners-bandscales.pdf>

ESLATS link (Bandscales with teaching strategies available on the internet)

<http://indigenous.education.qld.gov.au/SiteCollectionDocuments/schools-educators/eslats-book.pdf>



Why do teachers need Bandscales or the equivalent in our classrooms?

- ▶ It is very important that every teacher is able to confidently and competently identify, support and monitor the SAE development of EAL/D students.
- ▶ All classroom teachers can use the Bandscales State schools (Queensland) to observe language behaviours to determine students' SAE levels and monitor progress.
- ▶ Some schools have specialist EAL/D teachers to assist schools and can provide further advice about this process, but if not, then classroom teachers can apply this themselves.



What are the EQ Bandscales for EAL/D learners?

- ▶ The EQ Bandscales is an **assessment/monitoring tool** to provide a map of EAL/D learner progress in Standard Australian English (SAE) language development.
- ▶ They assist teachers in identifying and tracking EAL/D learners' progression of SAE language learning.
- ▶ They describe observable behaviours typical of second language acquisition for both overseas-born backgrounds (including refugees) and from Australian-born backgrounds (including Aboriginal and Torres Strait Islander learners).
- ▶ They describe six levels of language development in each of the four macro skills of listening, speaking, reading and writing.



What is the ACARA EAL/D Learning Progression?

- ACARA has developed the EAL/D Resource to assist teachers as they develop teaching and learning programs in the Australian Curriculum for EAL/D learners.
- It includes an EAL/D learning progression from foundation to year 10. It is NOT an assessment tool.
- It does not take the place of the EQ Bandscales and is not aligned to them.
- It contains 4 broad categories:



ACARA 4 broad categories

- ▶ **Beginning English** - some print literacy in the first language. Limited Literacy Background is included as a subcategory.
- ▶ **Emerging English** - a growing degree of print literacy and oral language competency with English.
- ▶ **Developing English** — further developing knowledge of print literacy and oral language competency with English.
- ▶ **Consolidating English** — a sound knowledge of spoken and written English, including a growing competency with academic language.
- ▶ Different students progress at different rates or the same student may be in different phases across the language modes or macro skills of listening, speaking, reading and writing.
- ▶ ACARA also developed the Annotated content descriptions for English, Maths, Science and History from foundation to yr 10 (ACARA 2014b)



Why Bandscale EAL/D learners?

- To identify and record EAL/D learners.
- For teaching and learning.
- Funding.
- Data collection and One School.
- For additional funding provided to schools from Dependant visa holding people.



Why? Identifying the EAL/D learners

- ▶ Enrolment officer flags on One School.
(challenges around this)
- ▶ To determine the type of support that will be provided. (classroom needs of the learner, teacher expertise, resources including personnel)
- ▶ Sometimes it is an ongoing process as students reveal who they are! The Hidden learners.

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Why? Data Collection and One School

- ▶ One School is used to collect/share learner data including Bandscales.
- ▶ The Developmental Maps enable the CT to track the learner's progress.
- ▶ BUT: depending on your role. Print the tracking report of the Bandscales every semester as the current program One school uses writes across the previous year's Bandscales so one cannot get a view across 1 year or more years.



Strategic understandings we need to keep in mind for any age EAL/D students in all subject areas.

- ▶ To understand this: most EAL/D learners are developing all the following skills simultaneously:
 1. English Language skills.
 2. Literacy and numeracy skills.
 3. Content knowledge of learning areas.



Strategic understandings for the classroom continued

- A focussed approach also gives teachers insight that each KLA has academic demands in terms of genre type and language usage needed to be brought to the attention of EALD learners.
- The Teaching Emphases (Teeple) provides the classroom strategies linked to the Bandscales for what the learner needs to move up to the next level. Can also use ESLATS.
- Listening/speaking (oral language) provides the basis for literacy learning.
- Explicit teaching of grammar contextualised within texts being studied is necessary.



Each bandscale level is comprised of a number of language descriptors, and represents a broad phase of language development, so it can take a significant amount of time to progress through a level. Students may make good progress in their SAE development, yet still not move to the next level, in the short term. Monitoring student progress every six months enables the teacher to report on (and celebrate) a student's success in learning SAE *even though* their bandscales levels and reported grades may be unchanged.

It is common for language learners to develop different macro skills at different rates. For example, they may be more proficient – and therefore at a higher bandscale level – in speaking SAE than they are in writing. A 'jagged' profile is normal. The focus needs to be on what the student needs to learn next in each macro skill, and how best to support their language learning.



EAL/D One Channel recordings

- ▶ OneChannel recorded web conferences
- ▶ Additional OneChannel recorded web conferences supporting teaching of English as an additional language or dialect (EAL/D) learners:
- ▶ EAL/D learners in mainstream classrooms
- ▶ Teacher aides supporting EAL/D learners
- ▶ EAL/D learners beginning to write
- ▶ EAL/D learners beginning to read
- ▶ EAL/D learners building vocabulary
- ▶ Teaching oracy to develop literacy
- ▶ Metropolitan prep oracy and literacy program
- ▶ STEM: EAL/D support in mainstream
- ▶ STEM: EAL/D learners accessing academic language
- ▶ Bandscales State Schools (QLD) for EAL/D learners:
- ▶ EAL/D learners: How to bandscale
- ▶ An introductory guide to the bandscales (Part 1)
- ▶ An introductory guide to the bandscales (Part 2)
- ▶ An introductory guide to the bandscales (Part 3)

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Thank you for participating.

If you have queries, you are welcome to email me at:

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