



Using the EQ Band Scales for EAL/D students



Overview

- ▶ Who are the EAL/D students?
- ▶ What are the EQ Bandscales? A few copies are available to look at.
- ▶ 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

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)

A dark blue arrow points to the right from the left edge of the slide. Several thin, light blue lines curve upwards and to the right from the bottom left corner, creating a decorative graphic element.

Where do you get the EQ Bandscales?

- ▶ Education Queensland website
- ▶ Metropolitan site
- ▶ We can provide you with an electronic copy if you have a USB here or
- ▶ If your email address is provided, we can email it to you



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





What are the EQ Bandscales for EAL/D learners?

- ▶ The EQ Bandscales is an assessment 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.

- 
- ▶ The EQ Bandscales for EAL/D learners are presented for two phases of learning:

early phase for learners from Prep to Year 3

middle phase for learners from year 4 to 10.

- ▶ Bandscale levels are not linked to school years.
- ▶ If required, the NLLIA (National Languages and Literacy Institute of Australia) Bandscales can be used for learners in years 11 and 12.
- ▶ The NLLIA Bandscales and the Bandscales for Aboriginal and Torres Strait Islander Learners are fuller versions on which the EQ Bandscales have been based.
- ▶ The EQ Bandscales were developed in 2008 to encompass learner pathways for all EAL/D learners in one document.
- ▶ The levels on all the Bandscale documents are equivalent.



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 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.



When to Bandscale learners?

- ▶ Students should be bandscaled:
 - Soon after enrolment
 - By day 8 at the beginning of the year
 - At the end of each semester.
- ▶ EQI Fee paying students also need to have bandscales updated Twice a year: in term 1 and in term 3 for funding purposes when notified by EQI.



For additional EQI Funding

- ▶ Dependant/bridging visas/refugees are eligible for additional funding and Bandscales are a criteria to this funding. (Developmental maps)
- ▶ DETi (Department of Education and Training International).



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.
- ▶ To determine the type of support that will be provided. (needs of the learner, teacher expertise, resources including personnel)
- ▶ sometimes an ongoing process as students reveal who they are!

A dark blue arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

Why? For Teaching and learning

- ▶ Identify the language needs based on their SAE language proficiency.
- ▶ Identify the language demands of a unit of work.
- ▶ Determine the language/learning support/scaffolding necessary to enable learners to access the intended curriculum.

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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 2 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 the Bandscales provide for the classroom

- Bandscales inform teachers for their planning for their classroom learners.
- Each subject area has specific demands/written genres and learners require explicit teaching of these.
- Scaffolding-in terms of subject areas requires a language focus.
- Focused, strategic models such as a Break it down, Build it up model of teaching provides a language focussed approach.(in the Introduction to the EQ Bandscales guide)



Strategic understandings for the classroom continued

- ▶ The Teaching Emphases (Teeples) provides the classroom strategies linked to the Bandscales for what the learner needs to move up to the next level.
- ▶ Listening/speaking (oral language) provides the basis for literacy learning.
- ▶ Explicit teaching of grammar contextualised within texts being studied is necessary.



Strategic understandings: Why do you need to know the difference?

- **What is BICS?**

- Basic Interpersonal communication skills-needed for day to day social situations

- **What is CALPS?**

- Cognitive academic language proficiency (of subject areas e.g. The language of Maths, Science etc)

- **What is CUPS?**

- Common underlying proficiency between 2 languages. Skills, concepts, ideas students learn in their 1st language and is transferred to the second language



General tips when using the Bandscales for students

- ▶ By matching the learner's language skills to the descriptors on the Bandscale table.
- ▶ Use evidence from observations, work samples and focused discussions over a range of activities and contexts.
- ▶ Remember that individual learners will progress at different paces and different times.
- ▶ Learners may not display all descriptors in a level at once but may display some from 2 or 3 levels. Look for a cluster of descriptors around a level for best fit.



Tips about the Bandscales and students

- ▶ The levels describe broad stages of development. Best fit is best expressed as being at either the high end of the level or the low end of the level, rather than at the level.
e.g a low level 3/ a high level 3/ at level 3.
- ▶ Many learners will have a jagged profile across the macro skills. e.g. listening 4, speaking 4, reading 3, writing 2.



Bandscales and EAL/D Teaching Emphases (TEEPLE)

- ▶ Written by Kay McNamara and Esther Watt who wanted to better address the needs of the EAL/D learners in their schools.
- ▶ Began in 2003 and has been built upon and developed over a period of 12 years.
- ▶ The Teaching Emphases are a database of strategies and other types of support specific to each of the levels of English language development described in the Bandscales.
- ▶ They link Bandscale levels to planning and pedagogy by describing how to support a student at a particular Bandscale level and how to progress to the next level in the macroskills of listening, speaking, reading and writing.

- 
- ▶ The Teaching Emphases make over 5000 suggestions organised by macroskill for:
 - ▶ classroom organisation
 - ▶ teaching strategies
 - ▶ selection of texts
 - ▶ and provide background information related to social, cultural and language learning behaviours.
 - ▶ They are not subject specific, but about language across the curriculum.
 - ▶ Once you have a Bandscale level, you have goals and the Teaching Emphases provide associated strategies which in turn informs the choices you make about resources available at that level.

2018 METROPOLITAN EAL/D PROGRAM

METROPOLITAN EAL/D PROGRAM

BANDSCALES FOR EAL/D LEARNERS STATE SCHOOLS

METROPOLITAN EAL/D PROGRAM / TEACHING EMPHASES

EAL/D TEACHING EMPHASES

What are the EAL/D Teaching Emphases?

Background

EAL/D TEACHING EMPHASES DATABASE

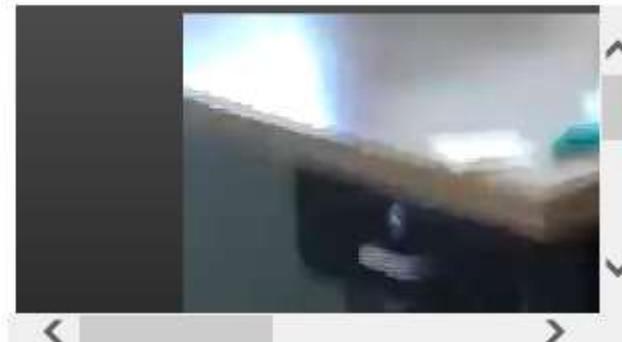


EALD TEACHING
EMPHASES.zip
2357KB

ESSENTIAL EAL/D TEACHING EMPHASES

Example: COACHING WITH THE TEACHING EMPHASES

(Double click to
get full screen)



TEACHING EMPHASES WEBCONFERENCE

03032016Webconference Personalising
Learning with Teaching Emphases.zip

4517KB

EAL/D Teaching Emphases

eq.edu.au/media/39de920e-2bb7-4247-9e91-17314a01d45e.jpg?key=HJZGFZICROZUPOFRJCLLL60...

How do you use the Teaching Emphases to support your EAL/D students?



New post



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Language Experience Approach

- 1 [BANDSCALES STATE SCHOOLS \(Queensland\) For EAL/D Learners](#)
- 2 [WHAT ARE THE TEACHING EMPHASES?](#)
- 3 [RESEARCH BASE](#)
- 4 [BACKGROUND](#)
- 5 [HOW to USE the TEACHING EMPHASES](#)



METROPOLITAN REGION EAL/D PROGRAM

MACROSKILL	TEACHING EMPHASES for BANDSCALES STATE SCHOOLS					
EARLY PHASE (Prep- Yr 3)	NEW to SAE to LEVEL 1	LEVEL 1 TO LEVEL 2	LEVEL 2 TO LEVEL 3	LEVEL 3 TO LEVEL 4	LEVEL 4 TO LEVEL 5	LEVEL 5 TO LEVEL 6
EARLY LISTENING	NEW to SAE to LEVEL 1	LEVEL 1 to LEVEL 2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
EARLY SPEAKING	PRE LEVEL 1 to LEVEL 1	LEVEL 1 to PRE LEVEL 2/2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
EARLY READING	PRE LEVEL 1 to LEVEL 1	LEVEL 1 to PRE LEVEL 2/2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
EARLY WRITING	PRE LEVEL 1 to LEVEL 1	LEVEL 1 to LEVEL 2	LEVEL 2 to PRE LEVEL 3/3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
MIDDLE PHASE (Yrs 4-9)	NEW to SAE to LEVEL 1	LEVEL 1 TO LEVEL 2	LEVEL 2 TO LEVEL 3	LEVEL 3 TO LEVEL 4	LEVEL 4 TO LEVEL 5	LEVEL 5 TO LEVEL 6
MIDDLE LISTENING	NEW to SAE to LEVEL 1	LEVEL 1 to LEVEL 2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
MIDDLE SPEAKING	NEW to SAE to LEVEL 1	LEVEL 1 to PRE LEVEL 2/2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6
MIDDLE READING	PRE LEVEL 1 to LEVEL 1	LEVEL 1 to PRE LEVEL 2/2	LEVEL 2 to LEVEL 3	LEVEL 3 to LEVEL 4	LEVEL 4 to LEVEL 5	LEVEL 5 to LEVEL 6



Essential Teaching Emphases

- Based on the Teaching Emphases, the Essential Teaching Emphases use the Bandscales and present in one-page current bandscale, target bandscale and essential teaching strategies to support EAL/D learners to progress to the next bandscale. Available on the Metropolitan EAL/D website. This is a site one has to pay a subscription to belong.

EAL/D TEACHING EMPHASES

EAL/D TEACHING EMPHASES DATABASE



EALD TEACHING EMPHASES.zip
2357KB

What are the EAL/D Teaching Emphases?

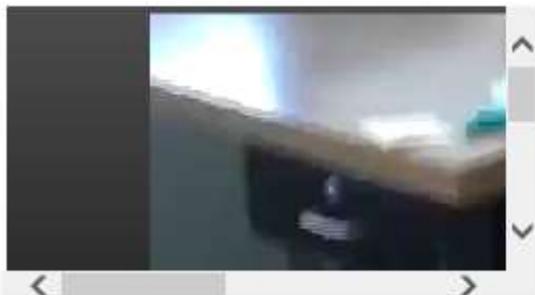
Background

TEACHING EMPHASES WEBCONFERENCE



03032016Webconference Personalising Learning with Teaching Emphases.zip
4517KB

Example: COACHING WITH THE TEACHING EMPHASES



(Double click to get full screen)

ESSENTIAL EAL/D TEACHING EMPHASES

EARLY PHASE



Early_Phase_Listening
ESSENTIAL TES.docx
108KB



Early_Phase_Speaking
ESSENTIAL TES.docx
101KB



Early_Phase_Reading
ESSENTIAL TES.docx
99KB



Early_Phase_Writing
ESSENTIAL TES.doc
157KB



Middle_Phase_Speaking
ESSENTIAL TES.docx
105KB



Middle_Phase_Listening
ESSENTIAL TES.docx
107KB

MIDDLE PHASE



Middle_Phase_Reading
ESSENTIAL TES.docx
108KB

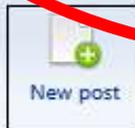


Middle_Phase_Writing
ESSENTIAL TES.docx
108KB

EAL/D Teaching Emphases

How do you use the Teaching Emphases to support your EAL/D students?

0 posts / 0 comments



Tags

Browse by Month

2017 METROPOLITAN EAL/D PROGRAM

METROPOLITAN EAL/D PROGRAM

BANDSCALES FOR EAL/D LEARNERS STATE SCHOOLS



English as an Additional Language or Dialect Program
engage share achieve

PROGRAM COORDINATORS:

Suellen Hardie: shard18@eq.edu.au

Mob: 0412 175 703

Maria Salcedo: mecha1@eq.edu.au

Ph: 3823 0414 Mob: 0481 006 383

- EDSTUDIO ACCESS REQUEST INSTRUCTIONS
- METRO EDSTUDIO POSTER
- METRO EDSTUDIO CARDS

FOR STUDENT EDSTUDIO GO TO:

METROPOLITAN EAL/D DIFFERENTIATION



ADMINISTRATION

2017 EAL/D REFUGEE PROGRAM INFORMATION

BRISBANE NORTH EAL/D CLUSTER CLASS

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

STATE SCHOOLS EAL/D SUPPORT MATERIALS

DOCUMENTING AND REPORTING

ACARA EAL/D RESOURCES & NAPLAN

EAL/D TEACHING EMPHASES

EAL/D C2C DIFFERENTIATION RESOURCES

EAL/D PREP PROGRAM RESOURCES

NEW ARRIVALS RESOURCES

EAL/D PEDAGOGY & PRAXIS RESOURCES

WHAT'S NEW

Subject
Message

(500 characters remaining)

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Contribute to this discussion

Subject
Message

(500 characters remaining)

Post message

Cancel

Writing: Current EAL/D Bandscale Level	Target EAL/D Bandscale: Level 1	Suggested Teaching Emphases
<p>New to learning English</p>	<ul style="list-style-type: none"> • May copy some words from environmental print, and phrases from the classroom context, though understanding is as yet very limited because of lack of knowledge of SAE. • May have literacy understandings and skills in their L1 to varying degrees of ability. <p>Limited Schooling</p> <ul style="list-style-type: none"> • Is developing concepts and awareness of print upon which literacy development can be based. • Is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time. • Is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained. • May be learning a new script. 	<p>General: Share examples of student's competencies in first language so they can show their ability and boost their self-confidence e.g., display alphabet, numbers, words/phrases for basic concepts alongside English versions and corresponding illustrations and provide opportunities for student to self express in first language e.g., though reading aloud/speaking in first language or writing in first language as a way of clarifying their thinking or organising their thoughts.</p> <p>Print Conventions & Spelling:</p> <ul style="list-style-type: none"> • Demonstrate correct posture and three finger pencil grip using standard sized pens and pencils, provide a range of writing implements and colours, develop student's fine motor coordination • Tape an alphabet strip to student's desk showing upper and lower case letters as well as numbers with starting points marked by a dot. • Model writing from left to right and top to bottom with spaces between groups of letters or between symbols and basic punctuation such as capitals to start a sentence and full stops to end a sentence for student to copy, allowing script different learners (e.g. Arabic background) as well as learners from disrupted educational backgrounds in their first language more time to develop these concepts. • Use terms such as cover, front, back, page while having have student make a book numbering pages from front to back and writing name in designated space on front • Introduce vocabulary such as sentence, word, letter/grapheme. • Have student spell words used regularly in oral language with an initial expectation to only represent words using first letter e.g., b for book and then store known words starting with that sound in personal dictionary. • Have student identify/highlight common letters in different words stating with own name e.g., for Carlos - find all the c's in a sentence and sound out • Have student identify/highlight the same word in various texts so they will come to expect that words have consistent spelling. <p>Semantic Knowledge:</p> <ul style="list-style-type: none"> • Allow the use of a bilingual dictionary but discourage over-reliance in the form of word for word translation from first language into English as this can severely stifle fluency. • Supplement use of a bilingual dictionary with illustrated content word banks on familiar topics e.g., made using magazines or junk mail. <p>Genre Knowledge:</p> <ul style="list-style-type: none"> • Explain the meaning of and have student copy/trace: labels onto pictures or objects, environmental print, phrases related to the classroom context, simple sentences about own drawings, names, numbers, meaningful communications to give to friends/family/teachers i.e. greeting cards, notes, messages, functional written texts such as forms, labels, signs, lists and instructions in the form of words or sentences including basic punctuation and presented on bulletin board displays, rule charts, etc. • Brainstorm topics/text types including those based around Australia and school and ask student to write/copy/draw a text on a chosen topic • Provide storyboards i.e., a series of pictures/drawings/photographs which visually recount an excursion or retell a simple story for student to attempt contribution of ideas or words to joint construction of captions

Level	Target EAL/D Bandscale: Level 1	Suggested Teaching Emphases Speaking Early new to English
<ul style="list-style-type: none"> • Recognises a few key familiar words supported by context, gestures, real objects, visuals. • Comprehends through non-verbal cues which match own culture or are visually supported. • Watches carefully what others are doing, often following their actions, and interpreting what is meant by gestures and intonation. • Joins in an activity but may not speak. • May experience a social and emotional 'orientation phase' (overwhelmed with new learning situation, impact of trauma, need to develop trust in classroom relationships with teachers and peers), which can be prolonged. • May spend a period (few days to a few months) acquiring language through listening but is not yet ready to speak ('silent period'). This is a normal but not necessary phase of 'active' language learning. 	<p>Become familiar with:</p> <ul style="list-style-type: none"> • Become familiar with L1 culture-specific non-verbals (e.g. Chinese point to nose when referring to themselves, Nepalese tilt head shoulder to shoulder to express ambivalence) • Share aspects of Australian culture whilst at the same time observing traditions from the student's culture (e.g. a song translated into English) and talk about similarities and differences. • Encourage use of L1 (e.g., at home, in the community, at Saturday school, in place of worship) as an aid in making sense of English discourse. <p>Provide student opportunities:</p> <ul style="list-style-type: none"> • Provide a quite corner where student can sit and watch or have a rest away from peers. • Create a culturally diverse free play environment for the whole class which the student can explore in an informal unstructured way and which represent a range of ethnicities, features play dough, clay, a water trough and a sand tray and includes arrange of equipment in designated learning areas which the student can explore in an informal unstructured way e.g. mathematics: 'shop', attribute blocks, scales, rulers, tape measures, counters, beads to thread). • Allocate a native-speaking buddy (e.g., for group work, during breaks) to guide in establishing knowledge of school culture. • Assign student to routine duties (e.g. open the windows) and special errands (e.g. take this note to the office) accompanied by a buddy. • Allow student to ask other first language speakers for clarification or translation. <p>When teaching :</p> <ul style="list-style-type: none"> • Teach action songs for student to join in with movements/mime. • Support speech with familiar non-verbal cues and visuals. • Give instructions supported by pictures, gestures and demonstration for student to follow. <p>Provide student activities:</p> <ul style="list-style-type: none"> • Weave activities that require active listening with alternate activities that don't require this level of concentration (as a means of avoiding concentration loss and tiredness). • Encourage student to 'have a go' and join in new or unfamiliar activities for which emphasis is not on being right or wrong (e.g. explaining activity in first language, selecting small groups and allowing student to stand back and observe). 	

Academic Results

[< Return to List Students](#)

Student Contact Career **Academic** Behaviour Extra-Curricular Absences Support Sensitive Case Record

Reporting Literacy Continuum Unit Plan Assessment Diagnostic/Standardised Assessments **Developmental Maps** MAPLAN

Search Criteria

School

Year OR Start date End date

Note: searches with a start and end date have priority over year criteria.

Subject	Semester 1 2017
English	Support Required
Mathematics	Developing
Science	Sound
History	Developing
Physical Activity	Sound
Visual Arts	Sound

Academic Results

EQ ID 8784

[< Return to List Students](#)

- Student
 - Contact
 - Career
 - Academic**
 - Behaviour
 - Extra-Curricular
 - Absences
 - Support
 - Sensitive Case Record
- Reporting Literacy Continuum Unit Plan Assessment Diagnostic/Standardised Assessments **Developmental Maps** NAPLAN

Search Criteria

School

Developmental Maps

Preview	Edit	Name	Working at Phase
		EQ Bandscales for EAL/D Learners - Early Phase	Listening - Level 3 Speaking - Level 3 Reading/Viewing - Level 2 Writing - Pre-Level 3

Maintain Student Developmental Maps Markbook

Student:

Map: EQ Bandscales for EAL/D Learners

[Return to Academic Results](#)

Pre-Level 1 Level 1 Pre-Level 2 **Level 2** Pre-Level 3 Level 3 Level 4 Level 5 Level 6

Working at	Indicator	Evidence 1	Evidence 2	Comments
<input checked="" type="checkbox"/>	Listening: student is beginning to understand familiar talk.	Type Observation: Informal Date 02-Jun-2016 31	Type Date 31	Your Comments 1000 characters maximum - 1000 characters remaining
<input checked="" type="checkbox"/>	Speaking: student tries short utterances on their own.	Type Observation: Informal Date 01-Jun-2016 31	Type Date 31	Your Comments 1000 characters maximum - 1000 characters remaining
<input checked="" type="checkbox"/>	Reading/Viewing: student begins to recognise words & short word clusters.	Type Observation: Informal Date 09-Nov-2016 31	Type Date 31	Your Comments 1000 characters maximum - 1000 characters remaining

Click save at the bottom of the page before changing to another level.



Where are EAL/D One channel recordings available?

- ▶ On the Learning place
- ▶ **Vignettes and bandscale webconferences site link**
- ▶ **learningplace.eq.edu.au/cx/resources/file/fefd41bd-fc43-417f-aa49-224ad8d77043/1/index.html**
- ▶ We could email this link to you.
- ▶ There are two tabs to click into on this site. One page shows the overview vignettes for the macroskill bandscales and the other tab gives longer webconferences with more details on EAL/D matters.

- ▶ On the Metropolitan website



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)



Metropolitan Ed Studio -

- ▶ Contains 2 sections:
- ▶ Differentiated units based on English C2C units of work for EAL/D students working within the Bandscales.
- ▶ Administrative EAL/D policies and procedures.



Thank you for participating.

