

Stage 6 English EAL/D via distance education



Education



Conditions and Procedures for Schools 2020

CONTACT DETAILS

NSW School of Languages (NSL)

Hilary Hughes	Principal	02 9381 4800 Hilary.Hughes@det.nsw.edu.au
Belinda Munro-Laylim	Head Teacher Enrolments	02 9381 4807/4808 belinda.munro-laylim@det.nsw.edu.au
Anna Peers-Hooper	Head Teacher Japanese, EAL/D	02 9381 4960 anna.peers-hooper@det.nsw.edu.au
Deborah Mueller	Curriculum Coordinator EAL/D	02 9381 4967 deborah.mueller@det.nsw.edu.au
Postal Address	Locked Bag 88 Strawberry Hills NSW 2012	
Street Address	35 West Street Petersham NSW 2049	
Email address	enrolments.nswsol@det.nsw.edu.au	

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 (Education Standards) 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 Higher School Certificate.

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. It is accepted by all universities in NSW.

1.4 Target Student Group

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

Students who are considered to be Phase 1 **must** complete the New Arrivals Program before enrolling in the Stage 6 English EAL/D distance education course. These Phase 1 students, usually students who have just arrived in Australia and been assessed by an EAL/D specialist as Phase 1 and therefore in need of intensive English support, are eligible for up to 12 months teaching support from the EAL/D New Arrivals Program (NAP). This is a program to develop the EAL/D student's English language skills. Details are available from the Multicultural Programs Unit through the Department of Education's 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 the Preliminary year of study**.

This includes:

- students who have interrupted their education in English and who have spent periods of time being instructed in a language other than English
- 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 education 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.

All participating schools are responsible for ensuring that they are aware of the NSW Education Standards Authority's (NESA) current requirements for the HSC. The latest information can be accessed on the NESA website: www.educationstandards.nsw.edu.au

1.6 Method of Delivery

The course is delivered by EAL/D teachers at NSW School of Languages (NSL) in Sydney. Students participate in the course in their own schools. NSL teachers are qualified EAL/D teachers with experience in distance education, programming, planning and delivery of HSC courses.

NSL teachers use blended delivery strategies such as Moodle, phone calls, video/web conferencing, Adobe Connect, face to face study days and print materials to teach the EAL/D students. Students will be able to contact their NSL teacher via telephone, email and Moodle.

Each participating school must nominate a supervising teacher who will ensure that the EAL/D students in their school meet all the 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 material and participation in phone lessons and video/web conferencing will be mandatory.

2 Roles and Responsibilities of the Regional Government Schools participating in the Stage 6 English EAL/D via distance mode course

The role of the participating schools will involve the coordination of 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 students at their school for the Stage 6 English EAL/D Preliminary and HSC courses
- ensuring that students are aware of the independent 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 video conferencing equipment, a desktop computer or laptop and telephone, as required
- providing students with the required resources such as photocopied workbooks, textbooks, reference materials, a laptop, access to a telephone, computer and internet access, printing and an audio player
- 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 Teachers

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

- photocopying and supervising the student's initial English Language test in Year 11 and posting it back to the EAL/D teacher at NSL
- photocopying course books in colour for the students for each Module, 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 students' completion of set tasks and the return of work to NSL
- upholding security and fairness in assessment tasks by ensuring that students are 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 saved or copied before being forwarded to the NSL EAL/D teacher
- recording all relevant details pertaining to assessment tasks, e.g. 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-Award process, if required
- providing feedback to the NSL EAL/D teacher on the students' responses to the lesson activities and on their performance and interest, including advice about illnesses or absences which have affected the students' ability to complete activities
- supporting the students in the use of information and communication technologies such as Moodle, video/web conferencing and ensuring a manageable and familiar start-up routine for each lesson, including, e.g. turning equipment on and off, focusing the camera, using microphones (enhancing voice projection) and logging the student into the video/web conferencing system.
- liaising with students regarding welfare issues and liaising with parents, if required.

3 Preparation and Planning

3.1 Supervising Teachers

The supervising teachers need to:

- meet with the students and assist them in becoming familiar with the course materials, technical equipment and the required routine for working independently

- assist the students to practise using the technology before the course begins and consider if additional equipment, e.g. a portable microphone, will be needed
- plan for alterations to routine, e.g. staff absences, equipment failure, excursions
- liaise with the NSL EAL/D teacher to ensure all procedures are ready for the commencement of the course
- photocopy 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 timetables of the home schools to ensure that all staff members are aware of rooming and lesson times
- students must be able to access two sessions a week with the NSL EAL/D teacher via phone, video conferencing or Adobe Connect
- 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
- students must be provided with the required resources such as textbooks, reference materials, a laptop or desktop computer and internet access, printing and an audio player as they complete their coursework
- where possible, provisions should be made for students to be 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 Preliminary English EAL/D course in 2020

This is a brief list of requirements for the principal to consider before he/she enrolls 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 video conferencing facilities, photocopy course booklets in colour for the student and provide the student with a laptop or desktop computer.
- ☐ 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:
 1. Have been learning in English for no more than five (5) years at the start of the course in Year 11
 2. Are enrolled full-time in regional and rural **government** high schools
 3. 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 (e.g. refugees) or
 - were born in Australia but who have 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, i.e. those who satisfy the above criteria.
- The English Standard course and the English EAL/D courses have similar outcomes. However, while the Standard course has four prescribed texts, the EAL/D course has three. This leaves more time for students to improve their language skills.
- The Stage 6 English EAL/D course is a discrete course and is not connected to other English courses. English EAL/D students have access to Bands 1-6 in their HSC exam.
- 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:

<ul style="list-style-type: none">• Medicine• Actuarial Studies• Commerce• Law• Engineering• Dentistry	<ul style="list-style-type: none">• Accountancy• Ophthalmology• Nursing• Teaching• Pharmacy	<ul style="list-style-type: none">• Medical Science• Advanced Science• Business Administration• Information Technology
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What happens if a student wants to enrol in Preliminary English EAL/D after Term 1?

- 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.