ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) POLICY

NON-ENGLISH SPEAKING BACKGROUND POLICY

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help prepare them to contribute positively to our multicultural society. Our Service ensures inclusive practices which recognize and value the backgrounds and cultures of all children, staff and families. We strive to provide additional support to children and families for whom English is an additional language or dialect to ensure equitable learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community

RELATED POLICIES

Educational Programming Policy Family Communication Policy Interaction with Children, Family and Staff Policy	Multicultural Policy Respect for Children Policy

PURPOSE

Diversity enriches life and culture. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, Educators and families. This will be reflected in our relationships with children and their families and in the resources we provide for the children.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

The term '*culturally and linguistically diverse'*(CALD) is commonly used to describe people who have a cultural heritage different from that of the dominant Anglo Australian culture, replacing the previously used term of people from a 'non-English speaking background' (NESB).

EAL/D refers to children whose first language is a language or dialect other than English and who may require additional support to assist them develop proficiency in English.

Our Service recognises the cultural diversity of our community and implements strategies and programs to promote anti-racism, develop intercultural understanding and develop positive relationships between families, children and staff from all cultural backgrounds. We acknowledge that children from language backgrounds other than English, may require additional support to ensure their successful integration to our Service.

To create a welcoming and culturally inclusive environment for all children and families our Service will:

- provide translated copies of our Parent/Family handbook to help explain routines and enrolment procedures
- create a space to display community information
- acknowledge the traditional custodians of the land
- contact our local Aboriginal Education Consultancy Group (AECG) for support on cultural awareness
- invite community members and elders to our Service for professional learning and to do storytelling with children
- display a calendar of significant cultural events to share with all families

- discuss appropriate ways of acknowledging and celebrating these events with children and families
- display photos of children engaged in learning and annotate using languages spoken at home and in English
- learn how to pronounce children's names
- learn greeting in the children's first language
- provide a welcoming physical environment that reflects diversity both indoors and outdoors.

Management/ Nominated Supervisor will ensure:

- enrolment and orientation information can be translated into the family's home language
- if any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family
- support will be provided to the family to assist in completing forms and applications to Government agencies as required
- an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
    - Translating and Interpreting Service 131 450
    - Website: www.tisnational.gov.au
- general information, resources and support is obtained from the Department of Family and/or Community Services as required
- families have the opportunity to influence and shape the Service, to review Service policies, and to contribute to Service decisions with language not being a barrier or hindrance in the process
- information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language
- the expertise of families is recognised, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background
- families have opportunities and are supported to be involved in the program and in-service activities that are presented in a way that does limit them to English speaking families
- all educators participate in professional learning to build their capacity to help build culturally inclusive environments and learning programs
- educators have an understanding of Aboriginal English
- our *Statement of Philosophy* is regularly reviewed to ensure it reflects the beliefs and values of all family's culture and language

- positive parent partnerships are developed to enrich children's development and wellbeing
- communicate effectively with our culturally and linguistically diverse community

Educators will:

- provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language
- explore different cultures within the Service and encourage children to learn about other cultures as well as their own
- display Aboriginal artwork and use Aboriginal resources (Aboriginal and Torres Strait Islander flags, local AECG information)
- consider the cultural and linguistic backgrounds of all the children in the program and learn common words to assist the child and family
- be aware of interpretations of body language that may vary across cultures
- pronounce and spell children's name correctly
- find out which festivals and celebrations are important to the children and family to include in the program
- use picture books, posters and resources incorporating various languages to help develop intercultural understanding
- ensure that toys and resources represent a variety of cultures and are available as part of the every-day program
- use everyday routines to extend children's language
- sing songs- familiar nursery rhymes from other cultures
- learn chants and rhymes in languages other than English
- listen and respond to children- use short sentences, allow pause time to encourage response, listen intently
- be aware of taking a tokenistic approach when celebrating cultural diversity
- embed cultural diversity within the program
- support the maintenance of a child's first language according to parent's wishes
- actively seek information from parents to ensure experiences are implemented in a respectful manner.

Source

Australian Children's Education & Care Quality Authority. (2014).

Department of Education and Early Childhood Development, Victoria. *Learning English as an Additional Language in the Early Years (birth to six years)*. (2011). Victorian Curriculum and Assessment Authority.
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2018).
Education and Care Services National Regulations. (2011).
Giugni, M. (n.d.). Exploring multiculturalism, anti bias and social justice in children's services: https://multiverse.com.au/images/downloads/exploring-multiculturalism.pdf
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
Guide to the National Quality Framework. (2017). (amended 2020).
New South Wales Department of Education. Multicultural Education. https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect#EAL/D0
New South Wales Department of Education & Communities. *English as an Additional Language or Dialect. Advice for Schools.* (2014). https://policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf
Revised National Quality Standard. (2018).
SNAICC- National Voice for our Children https://www.snaicc.org.au/policy-and-research/early-childhood/

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	• suggested name change of policy to *English as an Additional Language or Dialect (EAL/D) Policy* • policy checked for currency • references checked		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
February 2020	• Additional information about inclusive environments added • Section added for EAL/D children • Additional sources added • Sources checked for currency		February 2021
February 2019	• Introductory statement and purpose modified. • Grammar, punctuation and spelling edited. • Points added (Highlighted). • Sources/references corrected, updated, and alphabetised		February 2020
February 2018	• Added 'related policies' list		February 2019
October 2017	• Updated references to comply with the revised National Quality Standard		February 2018
February 2017	• Minor terminology changes made, ensuring diversity is embedded with the service program		February 2018