

EAL Advice during COVID-19 Pandemic Remote Learning

EAL focus- teacher role & responsibilities

- Actively maintain a connection with the EAL learner to support and monitor their wellbeing and learning progression.
- Identify with students and their families the type of access to devices and/or internet and learning spaces within their home, and who may need resources provided in alternative methods such as on USB or posted hardcopies.
- Continue to collect evidence of language progressions, where possible, and continue to assess in order to identify and set language learning goals and create individualised learning plans.
- Continue to record assessment data and monitor progress.
- Work closely with classroom teachers to plan and differentiate for EAL learners to ensure that language learning elements are included in learning plans and resources.
- Support both EAL learners and classroom teachers with resources and scaffolding of learning tasks that are appropriate for the student's EAL learning stage and support language learning goals, especially for Beginning EAL learners such as New Arrivals.
- Arrange interpreters and/or use [Microsoft Translator for Education](#) or [Language Loop](#) to support effective communication with families.
- Consider using online platforms to support remote language learning such as [Education Perfect](#).
- Consider using everyday real life tasks in lesson planning using resources in the home, such as creating instructions for a recipe, keeping a daily journal, teaching a game to siblings, using first language resources.

Considerations for accessing online and remote learning for EAL Learners

Online and remote learning places increased demands and complexity on EAL learners and less access to supports and scaffolds therefore consideration is needed with:

- Provide concise and specific task instructions that are broken down into small steps
- Building in additional scaffolds with visuals, audio, content presented in multiple modes
- Make use of home languages
- Provide where possible access to translation and interpretation devices and materials
- Utilise ICT learning tools such as Microsoft Immersive Reader or text to speech functions.
- Parents may not be able to support EAL learners with the English language and literacy requirements so encourage students to use their home language with family members.
- Consider that some EAL learners may need additional support with ICT or simplified instructions on using various ICT access tutorials to support students and their families at [be connected](#).

Supportive ICT Learning Tools and Resources

- [Microsoft Translator for Education](#) - supporting accessible classroom learning with live captioning, cross-language understanding, and even multilingual casual conversations to help with student integration.
- [Microsoft Immersive Reader](#)- Learning Tools Immersive Reader creates a reading experience that adds accessibility and comprehension for learners of all ages and abilities.
- [Fuse](#) – EAL learning resources
- [Resources for EAL teachers](#) – Department of Education and Training
- [Education Perfect](#) – Learning Languages Remotely

Child Safety and remote learning with EAL and CALD communities

- Use [student at risk planning tool](#) to assess if students need to work on campus
- Do not conduct one to one sessions with students via video conferencing this should only be done with small groups of students during scheduled class times
- Encourage families to access information from reputable news sources and government departments
- Refer to CECV child safety policies

Working with Multilingual Families and Interpreters

- [CECV Interpreting and Translating Guide](#)
- [Learning from Home Resources](#) - Department of Education and Training provides multilingual information and advice for parents on supporting students while they are learning remotely
- [VITS Language Loop](#) or [ALL Graduates](#)
- How to work with a [telephone interpreter](#)
- [esafety Commissioner](#) multilingual advice

Health and Wellbeing Resources

- The [Department of Health and Human Services \(DHHS\)](#) translated information includes factsheets and promotional materials. These information sheets are currently available in 48 languages. [Translated resources - coronavirus disease \(COVID-19\)](#)
- The [Department of Health](#) (Federal) has developed a range of resources about COVID-19 in Arabic, Vietnamese, Simplified and Traditional Chinese, Farsi, Italian and Korean. The resources include fact sheets, guidelines and other publications. [Translated coronavirus \(COVID-19\) resources](#)
- [Health Translations Victoria](#) also have a collated list of translated health information: [Translated resources- novel coronavirus](#)

- Victorian Multicultural Commission
 - [Coronavirus: In-language advice and information](#)
 - This webpage includes links to in-language audio messages, print advertising assets and social media assets
- SBS [Coronavirus information in your language](#) (Translations available in 63 languages)
- [Better Health](#) – information on services in Victoria for refugee and asylum seekers

Parenting

- World Health Organisation (WHO)- [Parenting in the time of COVID-19](#)
- The resources have been translated into 60 community languages- [COVID-19: 24/7 Parenting](#)

Education

- The Department have translated key [learning from home resources](#) for parents and carers into 23 community languages
- The Department have established the [Learning from Home webpage on Fuse](#)

Homework Clubs

- The Centre for Multicultural Youth (CMY) through the [Learning Beyond the Bell](#) program provides support for a number of out-of-hours school support programs. Find a [Homework Club](#) near your school and find out if they've moved to an online space.

Support Agencies

[Foundation House](#) - supporting trauma-informed practice with students and families

[CMY](#)- Community support groups and out of school hours learning programs

[Refugee Council of Australia](#) – Support services in Victoria

[Catholic Care](#) – Pastoral support for families