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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
170	Policies and procedures to be followed

RELATED POLICIES

Anti-bias and inclusion Policy 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, educators, staff, management, Approved Provider, Nominated Supervisor, students, volunteers 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).

'English as an additional language or dialect' (EAL/D) refers to children who speak some English but 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:

- communicate effectively and sensitively with all people, recognising diverse ways of communicating and interacting across cultures
- provide translated copies of our *Family Handbook* and key documents to help explain routines and enrolment procedures
- create a space to display community information
- build knowledge about each child and family within our Service
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and acknowledge the traditional custodians of the land
- contact our local Aboriginal Education Consultancy Group (AECG) to gain knowledge of cultural practices to assist our Service being culturally responsive
- work collaboratively with culturally and linguistically diverse children and families to build culturally safe and secure environments
- invite community members and elders to our Service for professional learning and share every day practices, routines and rituals with children
- display a calendar of significant cultural events to share with all families and invite feedback for inclusion of other events
- 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 correctly
- learn greetings in the children's first language
- provide a welcoming physical environment that reflects diversity both indoors and outdoors
- access translation and interpreting support services where required.

THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL ENSURE:

- interpreters are available if required or requested during enrolment and orientation
- support is 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 where available
- 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 not 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
- our *Statement of Philosophy* is regularly reviewed to ensure it reflects the beliefs and values of all family's culture and language
- positive family partnerships are developed to enrich children's development and wellbeing
- to communicate effectively with our culturally and linguistically diverse community
- implement an effective approach to transition to school that recognises and responds to cultural and linguistic diversity.

EDUCATORS WILL:

- respect cultural ways of *knowing, doing and being* and celebrate the benefits of diversity
- demonstrate a genuine commitment to embed Aboriginal and Torres Strait Island perspectives in all aspects of the curriculum
- respectfully display Aboriginal artwork and use Aboriginal resources (Aboriginal and Torres Strait Islander flags, local AECG information)
- work collaboratively with culturally and linguistically diverse children and families and demonstrate a commitment to develop their own cultural knowledge
- provide a program and environment that is inclusive and culturally safe for all children and families, promoting cultural competence and responsiveness
- gain knowledge of cultural practices and world views and engage children to learn about other cultures as well as their own
- consider the cultural and linguistic backgrounds of all the children in the Service and learn common words to assist the child and family

- support the maintenance of a child's first language according to parent's wishes
- 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 families within the Service to include in the program
- use picture books, posters and resources incorporating various languages to help develop intercultural understanding and knowledge
- ensure that toys and resources represent a variety of cultures and are available as part of the every-day program
- use every day 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

CONTINUOUS IMPROVEMENT/REFLECTION

The *English as an Additional Language or Dialect (EAL/D) Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2023). *Information sheet Belonging, Being & Becoming. Cultural responsiveness*
Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
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 2023).
Education and Care Services National Regulations. (Amended 2023).
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
SNAICC- National Voice for our Children https://www.snaicc.org.au/policy-and-research/early-childhood/
Victorian Curriculum and Assessment Authority. Support for Children with English as an Additional Language at Transition to School

REVIEW

POLICY REVIEWED BY	Krystle Hills	Centre Manager	20/05/2025
POLICY REVIEWED	May 2025	NEXT REVIEW DATE	May 2026
MODIFICATIONS	• annual policy review • no major edits required • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2024	• annual policy review • additional information added to demonstrate the practice of *cultural responsiveness* • additional information to reflect culturally safe environment • deleted statements that were repetitive • sources checked for currency and updated as required		FEBRUARY 2025