

## **Chatswood High School Multiculturalism Policy**

### **What is Multiculturalism?**

Multiculturalism describes the cultural and ethnic diversity of Australian society. We are, and will remain, a multicultural society.

Multiculturalism is also a public policy that recognises and values Australia's cultural diversity. It is based on the belief that people of all cultural and linguistic backgrounds have an equal right to participate in and contribute to society. It promotes social harmony and social justice, and views cultural diversity as a strength and resource for Australian society.

As part of the underlying principles of multiculturalism the government accepts that all Australians should enjoy freedom from discrimination on the basis of race, ethnicity, religion or culture.

The government also accepts that all Australians should have the opportunity to acquire and develop proficiency in English and to develop cross-cultural understanding.

### **Multicultural Education**

In recognition of our multicultural society and public policies on multiculturalism the NSW Dept of Education and Training has developed multicultural education policies and programs which aim to:

- Give all students an understanding of the importance of cultural and linguistic diversity in our nation
- Provide students from non-English speaking backgrounds with equal access to educational opportunity
- Facilitate intercultural understanding by ensuring that multicultural values are embraced by the school curriculum
- Promote strategies that facilitate inclusiveness

### **Chatswood High School Multicultural Strategies**

Chatswood High School comprises more than 800 students with a 64% proportion of students from language backgrounds other than English. Recently, there has been a significant number of students from China and Korea including full-fee paying international students.

Multiculturalism must do more than simply recognise a demographic fact. At Chatswood High School, we recognise that our school is enriched by its cultural diversity. We encourage the interaction of students based on a respect for difference by developing mechanisms for social cohesion. Chatswood High School is committed to multiculturalism across the school curriculum.

Based on DET multicultural education strategies, Chatswood High School has developed the following programs and services as part of our multicultural strategy:

- The operation of Chinese Background Speakers in Year 11 & 12 on the timetable lines,
- The operation of Chinese as an elective in 2006 in Year 9,
- The operation of Chinese as a taster course from 2005 in Year 8,
- Anti-racism education programs/policies for students and staff are being developed.

Chatswood High School is committed to providing a safe environment where students and staff of all cultural backgrounds respect each other. We reject racial discrimination in all its forms. Students and staff will be provided with a brochure that defines racial harassment and clearly outlines the consequences of this behaviour. Any incidences of racism are referred to the school Anti-Racism Contact Officer who deals with them according to the school guidelines.

The school also organises workshops and information sessions for students who have been either victims or perpetrators of racial harassment in order to develop conflict resolution skills and reduce the incidence of racist behaviour within the school community. To date, when this strategy has been employed, it has involved the ARCO, Counsellors, Deputies and Year Advisers in their pastoral roles.

### **Future Directions**

To promote multiculturalism within the school, we need to:

- Find ways to encourage students to explore Korean as a language for study,
- Encourage NESB parents to join School Council,
- Continue promoting NESB parent involvement in the P&C,
- Increase NESB parent participation at cohort dinners,

To improve communication with and knowledge of the needs of the local community, we need to:

- Establish connections with local migrant resource centres (MRCs),
- Access government resources, such as through DIMIA.

### **Development of multicultural perspectives to the curriculum**

All subject faculties in the school are encouraged to provide educational programs and experiences that reflect the culturally diverse backgrounds of Chatswood High school students, thus promoting values of understanding and tolerance within the school population.

### **ESL programs (See also ESL Policy below)**

The school has an ESL program which aims to support all NESB students across the curriculum. ESL English HSC classes have been established in Years 11 and 12. ESL teachers support English teachers in these classrooms. ESL teachers work alongside classroom English and other subject teachers to support phase one and phase two ESL students in their language and literacy development in Stages 4, 5 and 6.

In addition to this, international fee-paying students who seek placement at Chatswood High School are tested at the IEC to ensure that they have a level of English that is sufficient for the demands of Stage 6. Where this is not the case, students are encouraged to seek placement in Year 10 where they can access intensive support to prepare them for the demands of the Stage 6 curriculum.

### **Interpreting and translation support services**

The school accesses recognised interpreting and translating services when communication with parents and guardians from a non-English speaking background.

The school also works with the teachers' aides at the IEC on site, to aide with interpreting and translating in parental and other contexts. The IEC exists as a regional resource and its primary concern is the support and integration of its students into the Australian educational and cultural setting. Where Chatswood High School utilises translation and interpreting services from Chatswood IEC, those

services are paid for. Requests for translation and interpreting services need to be negotiated through the Deputy Principals.

Where interpreter services are required for evening functions, such as BOSLO evenings, Parent-Teacher Nights and Curriculum evenings, funding for interpreters' time is available from the Multicultural Programs Unit (MPU). The school completes in advance an "Interpreter Request Form" which is sent to the MPU. The MPU supplies an invoice, an MPU Authority Number. The school requires translators to complete an "Interpreter Service Tax Invoice" which the school sends to the MPU to enable the interpreters' payments. (See attachments)

Emergency interpreting through the Telephone Interpreting Service (TIS) is available on 131-450. The process for accessing this service is:

- ☐ Dial the number,
- ☐ Give DET Code Number CO18294,
- ☐ Request that the invoice be sent to the MPU. (See attachments)

The school also uses a range of translated documents provided by the Dept of Education and Training for communicating information to non English speaking parents and community members. Where appropriate documents are not available the school will arrange for important information to be translated or interpreted through recognised translators.

### **Future Directions in the Employment of SASS Staff**

With the fact that the school has reached an NESB population that is 64% of the total and increasing, there is a need to consider the employment of bilingual SASS personnel (reflecting the community languages that exist in the school community) in the school's administrative office to provide interpretation services for the school community.

### **Social / Welfare support for NESB students**

In recognition of the special needs of newly arrived NESB students, the school provides an ESL assessment by ESL teachers as part of the enrolment process. ESL teachers need to record any relevant information pertaining to students, using RISC. and to report this information at staff and welfare meetings such as the Wednesday Morning Teas.

Students from the International Students' Unit are assessed for language competency through the Chatswood Intensive English Centre (*to be included in Welfare Policy*)

The ESL teachers, School Counsellor and Year Adviser will provide social/welfare support to ESL students in conjunction with other staff members where appropriate (such as the International Students' Coordinator). In addition, the school also recognises the particular needs of international students and refugee students.

### **Promotion of School's Cultural Diversity within the wider school community**

The school values the rich diversity of cultures by promoting information about non-English speaking cultures. Diversity should be promoted in the regular school curriculum as well as through school publications and extra curriculum activities. Students will make regular contributions to and the school assembly regarding their cultural background. The school celebrates cultural diversity by recognising the achievement of students of NESB in all curriculum areas. This is done through:

- Closer liaison with IEC, such as through developing links with the IEC in the context of teacher training (such as coaching IEC students for carnivals), participation in high school activities (such as bands),
- Developing cultural partnerships with the IEC to promote the cultural diversity within the school,

- Development of Anti-Racism brochure as part of tolerance building,
- Streamlining of provision of translating/interpreting services,
- Regular contributions to the school assembly of a multicultural nature,
- Pastoral Days for International students,
- ESL tutoring program, held at lunchtimes,
- ESL mentoring program.

To promote multicultural diversity and understanding, the school needs to develop means to celebrate cultural diversity within the school in a meaningful way, reflecting the practices of the Saturday School and IEC, in the mainstream school. These include: Harmony Day celebrations, a Multicultural food day, performances by students reflecting their cultural heritage. Such activities should be designed to involve students, parents and the wider multicultural community.

## ESL Policy

### Allocation of ESL Resources

ESL teachers are allocated on the basis of need. Need is determined on the basis of Phase 1, Phase 2 and Phase 3 English language learners in the school, by cohort, calculated using:

- The OASIS enrolment data to determine length of time in Australia,
- Performance in ELLA, where there are two or more areas of “Low” or “Elementary” performance and
- Assessment of students by ESL teachers using ESL scales.

The allocation of resources to cohort is flexible, allowing for professional judgement and requests for support.

Once the proportion of time per cohort has been established, then requests for ESL teacher support are met according to the level of need in a class and amount of time available. Support in a class may be for a term, a semester or a year and is reviewed each term. Consideration is given to any needy Phase 3 learners.

In addition, ESL teachers provide a report to staff through a staff meeting giving details of the ESL component in the school by cohort and identifying levels of need among individual students. They offer to assist teachers in developing suitable units of work to differentiate the curriculum for the needs of ESL students in accordance with Quality Teaching practice.

**The Head Teacher English has responsibility for ensuring that the allocation of ESL teacher time to cohort is reflected in the ESL teachers’ timetables.** As enrolments may fluctuate from term to term, the allocation of resources is reviewed each term by the ESL staff and the English Head Teacher.

Teachers may request ESL support by completing the attached form and submitting it to the Head Teacher, English. **Alternatively, ESL teachers may, through the Head Teacher English, seek access to classes where there is a perceived need but no request for support.**

### The Role of the ESL Teacher.

At the enrolment of an ESL student, the ESL teacher will provide an assessment of that student’s language needs. A note will be written on the Enrolment Form, by the ESL teacher, for Head Teachers’ guidance. Enrolment should therefore commence, for ESL students, with a visit to the ESL staff. (See also **Social / Welfare support for NESB students.**)

After enrolment, ESL teachers should arrange a time to meet and assess new enrolments and to provide feedback to Year Advisers and Head Teachers who will then make this information available to class teachers. This role should be the responsibility of one ESL teacher per cohort. While the beginning of

term will be the busiest period for assessment, allocation of time is to be made available to enable the assessments to occur.

Each Year 7 will receive a comprehensive assessment each year. This ensures ongoing accurate assessment of all ESL students entering the school.

The ESL teacher is a valued resource within the school with a number of professional roles to fulfil.

- ESL teachers provide classroom support on request using the “**ESL Support Request Form**”. Support duration may vary depending on the number of students in the class and demand for ESL support. Typical ESL support may include:
  - ▣ Parallel teaching of a small withdrawal group,
  - ▣ Team teaching,
  - ▣ Help with lesson planning,
  - ▣ Negotiated delivery of support.
- In supporting ESL students in the classroom, ESL teachers should regularly monitor and assess students’ progress in keeping with the ESL Scales.
- In conjunction with the classroom teacher, the ESL teacher will negotiate responsibility for writing reports on ESL students.
- ESL teachers have a valuable role to play in assisting classroom teachers in ESL pedagogy. Classroom teachers are encouraged to seek the assistance of ESL teachers in preparing units of work to accommodate the needs of ESL students and to aid in the differentiation of the curriculum for all students.
- ESL teachers have responsibility for developing ESL programs to meet the needs of individual students whom they support in keeping with the Quality Teaching framework.
- ESL teachers also have a responsibility to maintain data on ESL students’ progress through Phase 2 and Phase 3
- ESL teachers are responsible for the compilation of accurate data for the annual ESL Annual Survey, New Arrivals Survey and other DET documentation, upon which ESL staffing is formulated.

Time needs to be allocated to ESL teachers to enable them to complete the various professional responsibilities they have. Staff need to be aware therefore, that the ESL teachers at the beginning of each term and especially Term 1 may not be involved wholly in classroom-based work . The school recognises the value of having accurate information about the needs of ESL students prior to commencing programs of support for those students.

# **APPENDICES**

1. Telephone Interpreting Service
2. Interpreter Request Form
3. Interpreter Service Tax Invoice