

Advice on using the EAL/D Learning Progressions

What are the EAL/D Learning Progressions?

NSW public school students who have a home language or dialect other than Standard Australian English (SAE) and require support to develop SAE must have their English language proficiency identified using the [ACARA EAL/D Learning Progression \(PDF 827 KB\)](#) or the department developed [Kindergarten EAL/D Learning Progression \(PDF 1.7 KB\)](#).

Both the ACARA EAL/D Learning Progression and Kindergarten EAL/D Learning Progression are designed for all teachers. They describe a progression of language learning typical of EAL/D learners. The EAL/D Learning Progressions help teachers identify the English language proficiency of EAL/D learners and address their specific learning requirements. Teachers can use these progressions to:

- understand the broad phases of English language learning that EAL/D students experience
- identify where EAL/D students are located on the progressions for listening, speaking, reading/viewing and writing skills
- monitor the linguistic development of EAL/D students.

Using the tools, students are described as being in one of the four phases: Beginning, Emerging, Developing or Consolidating English.

Who are EAL/D learners?

EAL/D learners are students whose home language is a language or dialect other than Standard Australian English who require additional support to develop English language

proficiency. EAL/D learners have a diverse range of backgrounds and English language learning needs. EAL/D learners enter NSW public schools at any stage of schooling and with any phase of English language proficiency. Some EAL/D learners were born in Australia, others have recently arrived as permanent or temporary migrants, refugees or international students. Some EAL/D learners are Aboriginal or Torres Strait Islander and speak a traditional language, Creole or use Aboriginal English or other dialects of English.

Using Maintain EAL/D in ERN

Maintain EAL/D in ERN records all students who have a language background other than English (LBOTE). Students who have been identified as requiring support to learn SAE are EAL/D learners. EAL/D learners require an EAL/D Learning Progression phase to be recorded on Maintain EAL/D. On Maintain EAL/D in ERN, LBOTE students who are not EAL/D learners should be marked as NR (not required) in the NR column.

Only 3 fields - EAL/D Learning Progressions phase, receiving support, last assessment date – can be updated on Maintain EAL/D. The other information is auto-populated from the enrolment form or previous enrolment, and if it needs to be updated, it can be adjusted through the student's full record in ERN.

What are schools required to do?

All NSW public schools are required to use the EAL/D Learning Progressions to identify and record English language proficiency (the EAL/D phase) for all EAL/D learners in Maintain EAL/D in ERN.

The phase data in Maintain EAL/D in ERN should be updated at least twice a year. This should occur shortly after enrolment and during the EAL/D data collection, which occurs in June each year, as well as in Semester 2.

For Kindergarten, schools should use the [Kindergarten EAL/D Learning Progression \(PDF 1.66MB\)](#).

For Years 1-12, schools should use the [ACARA EAL/D Learning Progression \(PDF 827 KB\)](#).

Schools need to:

1. Determine EAL/D learners' level of English language proficiency (EAL/D phase).

To determine a student's EAL/D Learning Progression phase, teachers will need to consider examples of work across all four modes of language (speaking, listening, reading/viewing and writing) to identify the observable behaviours that are outlined in the learning progressions. Professional learning is available on [Using the EAL/D Learning Progressions](#).

2. Enter each student's EAL/D phase in Maintain EAL/D in ERN.

The fields which need to be updated are:

- the EAL/D LP phase
- receiving support
- last assessment date (this can be filled globally at the very top of the column)

SRN	Student Name	EAL					Receiving Support	Last Assess. Date	Date of Aus Arriv.	Date of 1st Enrol	Visa Sclass	Refg Ind	ISC	CoB	Lang. Bkgrnd
		NR	B	E	D	C									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>							

Figure 1 Editable sections in Maintain EAL/D

Each time EAL/D learners' phases are reviewed, the date of last assessment should also be amended, even if there are no changes to the phases.

Determining a student's EAL/D Learning Progression phase

When identifying a student's level of English language proficiency using the EAL/D Learning Progressions, it is important to collect information about their progress across the four modes of English. Work samples and observations/evidence of learning completed in class can be used to help identify a student's level of language proficiency. Using standardised assessments is not recommended as these assessments do not take into consideration the individual learning and language needs of EAL/D learners. The aim is to assess a student's English language proficiency in the context of classroom learning, while simultaneously identifying the type of support they need.

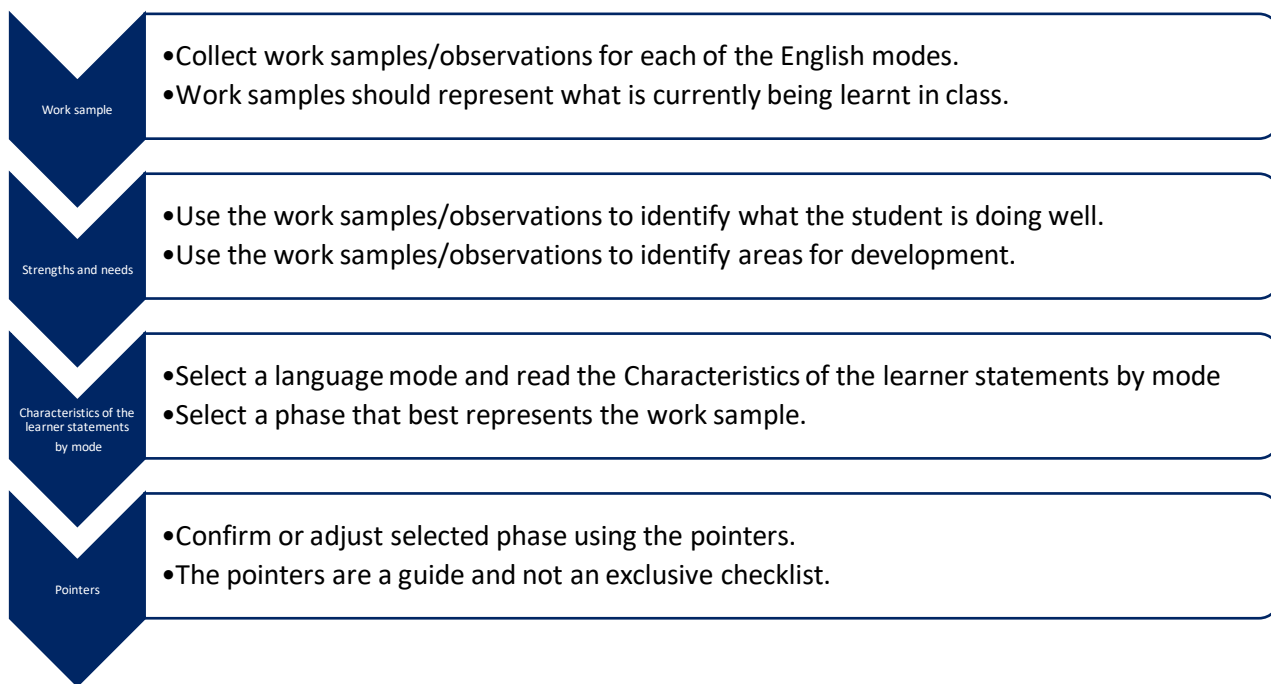


Figure 2 Process for identifying a student's phase of language proficiency using the EAL/D Learning Progressions

Once students language proficiency has been assessed across the 4 modes, an overall phase needs to be determined. The overall phase is entered in Maintain EAL/D.

To determine an overall phase, an average is taken of the students’ phases across the 4 modes. Where the student identifies with 3 or more of the same levels of English language proficiency - 3 x Emerging (writing, reading/viewing, listening), 1 x Beginning (speaking) – the most common phase is selected – in this case Emerging.

	Beginning	Emerging
Speaking	☑	
Listening		☑
Reading and viewing		☑
Writing		☑

Overall phase

↓

Figure 3 An example of a student who would be phased at Emerging.

Where the student identifies equally with 2 phases of development at one level and 2 at another (for example, 2 x Emerging (speaking, listening); 2 x Developing (reading/reviewing, writing)), the lower phase is selected as the overall phase – in this case Emerging.

Overall phase

	Emerging	Developing
Speaking	✓	
Listening	✓	
Reading and viewing		✓
Writing		✓

Figure 4 An example of a student who would be phased at Emerging.

Characteristics of the learner statements

The Characteristics of the learner statements are part of the ACARA EAL/D Learning Progression materials. While a separate kindergarten progression has been developed, the Characteristics of the learner statements can be used for all EAL/D learners.

The Characteristics of the learner statements provide an overview of what language learners can do, the support they need and observable behaviours for each phase of language learning. They can be used to help identify the needs of EAL/D learners and to check that EAL/D phases have been identified correctly. The ACARA Characteristics of the learner statements have been provided below for each phase.

Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (for example, visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year

level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (for example, visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EALD skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding.

Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EALD explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete

classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities

Developing English

These students can speak one or more languages/dialects, including functional Standard Australian English (SAE), and have a developing knowledge of print literacy in SAE. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written SAE (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EALD learners, particularly with academic language of subject disciplines. They are increasingly able to use SAE sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum

Consolidating English

These students can speak one or more languages/dialects and have a sound knowledge of Standard Australian English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EALD learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (e.g. novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

Resources and professional learning

For support on using the EAL/D Learning Progressions, please contact your [EAL/D Education Leader](#).

There is professional learning on [Using the EAL/D Learning Progressions](#).

A range of advice can be found on the [English as an additional language or dialect](#) webpage.

For feedback and further information, please contact eald.education@det.nsw.edu.au

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