

Growing Together and Sustaining Practice

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1. Experienced teachers have a depth of **practice wisdom** to draw on, while teachers who are newer to the EAL space often bring **innovation** and the latest research to their teaching.
 - ▶ Could you each share a *specific example* of how **collaboration** or **mentorship** has contributed to your professional growth and improved your practice?

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2. What role do you think **collaborative lesson planning** and the **sharing of teaching resources** play in promoting a culture of **continuous improvement** among EAL educators?

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3. What are your thoughts on the role of **professional learning communities** or **peer observation** and feedback, in **sustaining teaching expertise** and ensuring the longevity of effective teaching practices?

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4. EAL teachers often wear many hats. Many become very skilled at providing **wellbeing support** which is highly sensitive to the needs of **newly arrived young people**. How do teachers acquire this knowledge and how is this knowledge best shared?

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5. Ideally, **processes** within a school would ensure that **good teaching** practices continue even beyond the tenure of one skilled teacher. In your experience what are the **barriers and facilitators** to this happening?

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6. What **advice** would you give to educational leaders on fostering an **environment** where the transfer of expertise and the establishment of sustainable teaching practices are prioritised and encouraged?

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