

Leading EALD Professional Learning within Schools

VicTESOL Webinar

Thursday 14 March, 4:30 – 5:30 AEST

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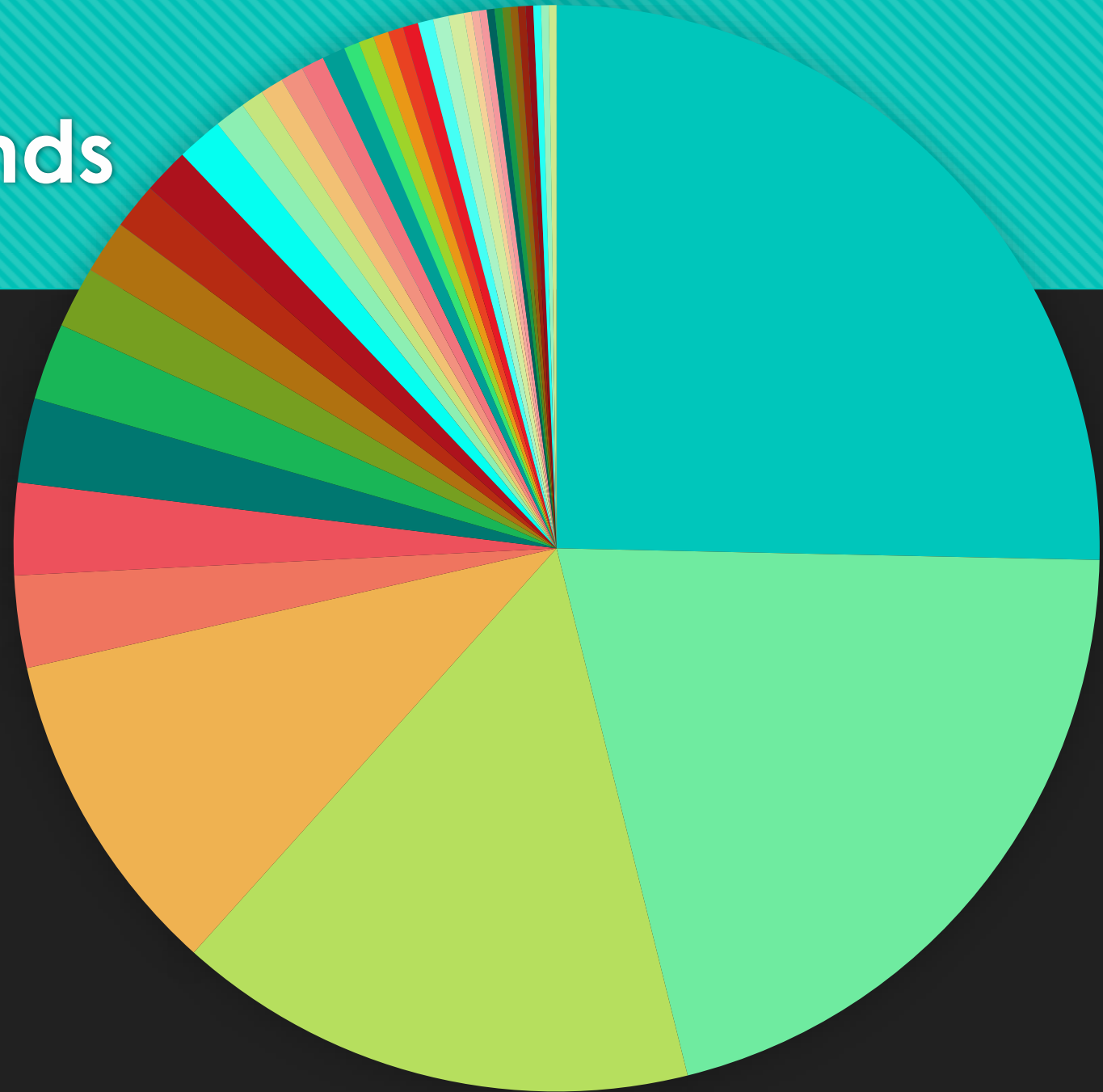
This Workshop

- About us
- Our PL program “Rethinking EAL Learners”
 - Our motivation
 - Each session: outline, resources, responses
- Planning PD for your context
- Discussion

About us

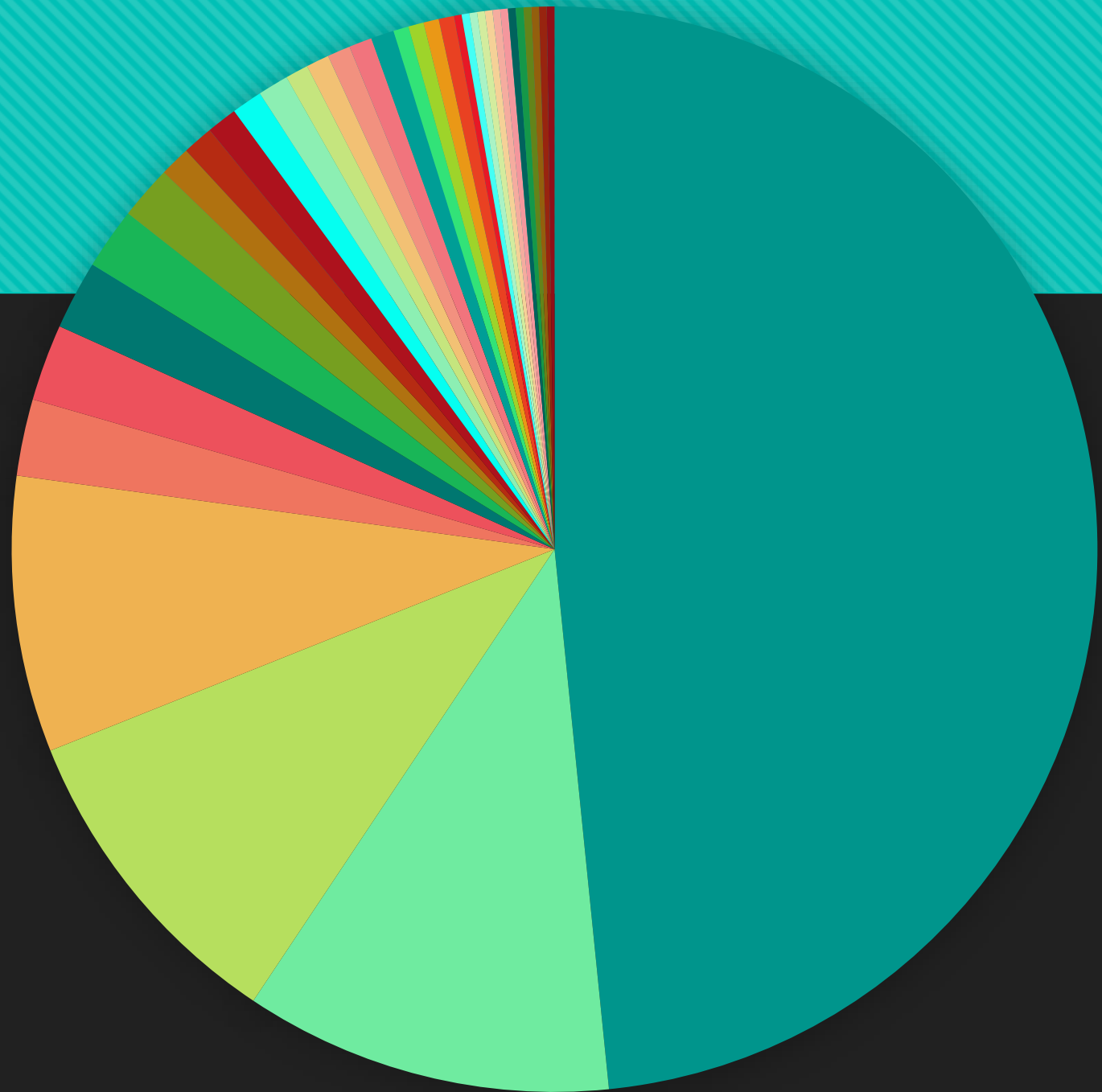
- South Australian Catholic girls high school
- 40 + languages and cultures
- Over half the student body is multilingual
- One third of the students are EAL learners
- EAL team – teaching, student support, staff support

Cultural backgrounds



Home languages

- | | | |
|----------|-------------|------------|
| English | Dari | Vietnamese |
| Hazaragi | Farsi | Gujarati |
| Persian | Arabic | Punjabi |
| Hindi | Mandarin | Other |
| Pashto | Tamil | Cantonese |
| Chin | Dinka | Hakha |
| Korean | Swahili | Tagalog |
| Turkish | Turkmen | Afrikaans |
| Albanian | Amharic | Chinese |
| Khmer | Kinyarwanda | Krio |
| Luganda | Nuer | Polish |
| Russian | Serbian | Shona |



Why did we want to do this?

- Past PD
 - Language focus
 - Presenting as experts, not co-learners
- We wanted something different
 - To focus on the students
 - To create ongoing learning for teachers
 - To learn ourselves
 - AITSL standards for Lead Teachers:
1.3, 1.4, 3.1, 3.6, 4.1, 4.2, 4.4, 5.4, 6.1, 6.2, 6.3, 6.4

Rethinking EAL Learners - Sessions

1. Examining our assumptions about EAL learners
2. Getting to know an EAL learner
3. Learning from an EAL learner
- 4-5. Sharing our EAL learners (double session)
6. Rethinking EAL strategies
7. Reflecting on our learning

*Consider:
What does professional learning
look like in your context?*

Session 1:

Examining our assumptions about EAL learners

Outline

- Write our assumptions on sticky notes
- Group these assumptions
- Write alternatives or challenges

Follow Up:

- Choose 2 assumptions
- Look for evidence for and against

Resources

- Sticky notes & paper
- Slides – discussion questions

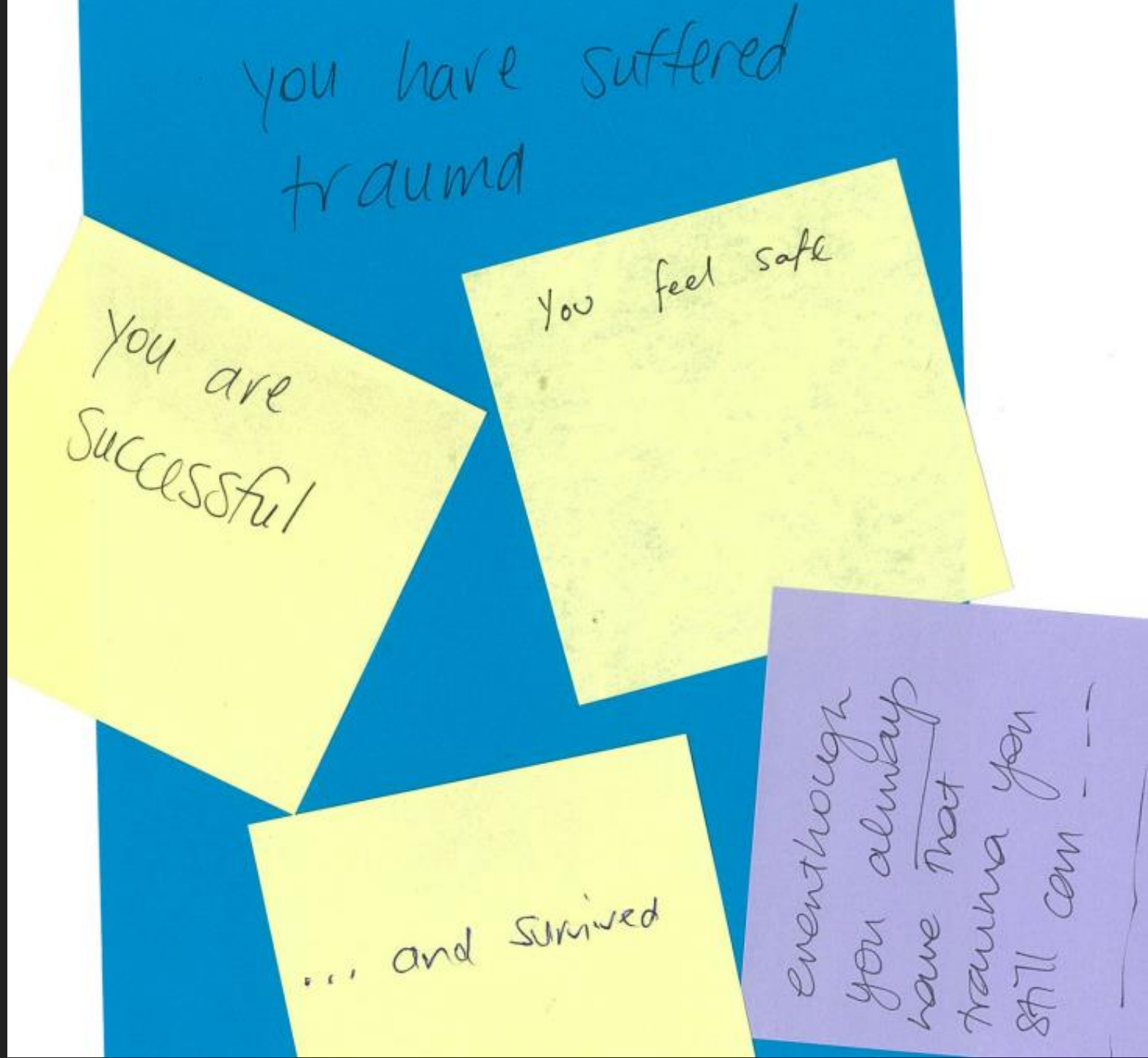
AITSL Standards:

- 1.1, 1.3
- 6.2, 6.3, 6.4

Examining our assumptions

Assumption on paper

Alternatives on sticky notes



Examining our assumptions

Assumption on paper

Alternatives on sticky notes

learning has
greater
meaning when
emphasised in
another language

You would
rather sit with
someone who
speaks your
language

You want to take
every opportunity to
learn English

you want to
feel validated
and that you
are not "other"

Examining our assumptions

Assumption on paper

Alternatives on sticky notes

Only certain "academic" subjects are valued by parents + students

what else can success look like?

Parents want their children to be happy and successful

Examining our assumptions

Teachers' reflections

Despite our own experience, we still make assumptions about:

- Homogeneity and diversity
- Learning strategies and challenges
- Home life and culture
- Aspirations for the future

Consider:

How might articulating and challenging assumptions be powerful in your context?

Session 2:

Getting to know an EAL learner

Outline

- Share our interviews with students
- Reflect on learning about each student
- Teachers prepare for an interview

Follow Up:

- Select a student, seek permission to interview, negotiate and prepare topic, conduct interview

Resources

- Model interviews with students
- Slides - discussion questions

AITSL Standards:

- 1.1, 1.2, 1.3
- 4.1
- 5.4
- 6.2, 6.3, 6.4

Getting to Know an EAL Learner

Kamila*

“We were on the boat, and my brother Abdul, he tried to touch the fish that had light thingy on top of its head.

And then it shocked him.

He was really scared of that fish.”



Getting to Know an EAL Learner

Amina

“I just sleep for five days and my mum says, ‘You didn’t wake up, we think that you are dead.’

And one of the Afghani men said, ‘We should throw her in the water because she’s dead.’

... because there was no food and no water in there.”



Getting to Know an EAL Learner

Hope

“School in Liberia was very simple.

I knew what I had to do.

I was afraid.

I was lucky.

I read English very well.

I ran very fast.

In Australia , the system is very different.”

Getting to Know an EAL Learner

Samira and Ms S

(Adelaide Secondary =
Adelaide Secondary School
of English; secondary IELC)



"The only thing I knew, there was excuse me, sorry,
and um, hi, hello."

"So how have you learnt to learn English here then?
Has it been just through school or did you go
somewhere else to learn English?"

"Actually in the primary school it was really hard for
me to learn English. And then at the end of the year of
my primary school, because I was in Year 7. And it was
kind of hard for me to learn, and the teacher was
saying you should go to Adelaide Secondary first."

"And did you?"

"No, I came straight here ... I didn't know English, I
couldn't understand properly. It was kind of confusing
for me. So through years and days and days and
weeks, I asked my friends, I asked the teachers to help
me. So I kind of, when I think about ... the olden days
... I say, it was a really good choice."

"Yeah"

"I kind of learnt everything you know here. I learnt
grammar, I learnt how to speak English properly. It was
really good."

Getting to Know an EAL Learner

Teachers' responses

- What can we learn about this student?
- What did you learn from this process?
- “Listening to the students’ stories has reminded me not to make assumptions – taking the time to listen is powerful”
- When you know someone’s dreams, you can use that to inspire them
- We can get to know students better through – their choices, journals, talking in the yard, on the bus...

*Consider:
How can interviewing students be conducted appropriately in your context?*

Session 3:

Learning from an EAL learner

Outline

- Share our learning from students
- Reflect on what our students can teach
- Teachers plan for a learning session

Follow Up:

- Ask same student what she wants to teach
- Organise and conduct session

Resources

- Model learning sessions
- Slides – discussion questions

AITSL Standards:

- 1.3
- 4.1
- 6.2, 6.3, 6.4

Learning from an EAL Learner

Yoga

Hijab

Cooking

Stretches

Hair braiding

Henna designs

Language (Pashto, Urdu, Tigrinya, Vietnamese)

What teachers should know about how we learn

- “When students become the teachers, the roles are reversed. The student is empowered.”
- It creates a collaborative classroom
- Teachers have an opportunity to learn
- It's fun
- Classroom ideas
 - Student expert tutorials
 - Student tutor groups

*Consider:
How would students in your context feel about teaching their teachers?*

Sessions 4 & 5: Sharing our EAL learners

Outline

- Teachers share interviews and learning
- Format and content determined by each teacher

Resources

- Teachers' presentations
- Plenty of catering!

AITSL Standards:

- 1.3
- 4.1
- 6.2, 6.3, 6.4

Sharing our EAL Learners

*Consider:
What might be some benefits
of being taught by students?*

- If you can spend dedicated time together, what a difference it makes
- “Listening to the students’ stories has reminded me not to make assumptions – taking the time to listen is powerful.”
- “The EAL learners are all individuals and have different learning styles and preferences. As a teacher we must know these if we are to teach them successfully.”
- “It’s ok not to know ... and ask.”
- Working with EAL students is the most challenging and most rewarding –it’s a privilege

Session 6:

Rethinking EAL Strategies

Outline

- Summarise learning about students
- Focus on positives – strengths, aspirations, expertise, skills
- Reflect on current task
 - How are these strengths incorporated?
 - How could these be incorporated better?

Resources

- Teachers bring current task
- Model EAL adaptations & resources
- Slides – discussion questions

AITSL Standards:

- 1.2, 1.3
- 3.2, 3.3, 3.4
- 4.1
- 6.2, 6.3, 6.4

Rethinking EAL Strategies

*Consider:
What are some approaches
you would like to see more
of in your context?*

- Practicing patience – taking time to understand and cater to the needs of students
- Cultural perspectives in class – specifically encouraging students to focus on their cultural knowledge
- Prioritising “must know” content in lessons can increase and involving more collaborative discussion before assessment.
- Drawing on students’ languages and skills in classroom activities and tasks
- Considering diverse ways of communicating & assessing – visual aids or language accommodations

Session 7:

Reflecting on our learning

Outline

- What have we learnt?
- How has our thinking changed?
- How has our practice changed?
- Suggestions & improvements

Resources

- Slides – discussion questions
- Certificates
- Catering

AITSL Standards:

- 1.3
- 4.1
- 6.2, 6.3, 6.4

Reflecting on our learning

*Consider:
How can you enable
continued reflection and
improvement on practice?*

- “Workshops are such a great opportunity to share perceptions and experiences which broaden and deepen our relationships with the students.”
- “Observing and experiencing the relationships between both student and teacher participants through the EAL workshops is testament to the importance of collaborative learning, discussion, self-reflection and the power of story.”
- “Collegial discussions are so useful – more please!”

Rethinking EAL Learners in your context

- Your motivation as EAL specialists
- Staff professional learning needs
- Available time & resources

Rethinking EAL Learners in your context

Possibilities

- As EAL specialists, what do you want to gain by designing and conducting professional learning?
- What do your EAL students need more of from their teachers?
- What learning will support your colleagues to do this effectively?
- What time and resources do you have at your disposal?
- What are some possible formats for professional learning in your context?

Planning

- Topic
- Format
- Structure
 - How to engage teachers in the topic
 - The role of students as experts and teachers
 - How to expand teachers' thinking about the topic
 - How teachers can contribute to each other's understanding
 - How to debrief teachers
 - How to sustain long term development of teachers

Sharing and discussion

- Your ideas
- Comments
- Questions
- Feedback