VicTESOL Webinar- Meeting graduate standards for working with EAL/D learners

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VicTESOL Webinar 2020

Thank you for joining us for this webinar. The webinar will begin at 4.00pm (Australian Eastern Standard Time).

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vicTESOL

Meeting graduate standards for working with EALD learners

Jenny Barnett

Convenor of the Working Group that developed the *EALD Elaborations of the Australian Professional Standards for Teachers*

The Australian Professional Standards for Teachers: How do they support EALD learners?

The EAL/D Elaborations of the APST: What are they? What is the thinking behind them?

How can we use the *EAL/D Elaborations?*

PART 1:
The Australian Professional Standards for Teachers:
How do they support EALD learners?

The Australian Professional Standards for Teachers:

- define the work of teachers and

- make explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.

What educational outcomes are to be improved?

The UNESCO four pillars of learning

- *learning to know*

- *learning to do*

- *learning to live together*

- *learning to be*

APST: The seven standards

PROFESSIONAL KNOWLEDGE
1. Know students and how they learn
2. Know the content and how to teach it

PROFESSIONAL PRACTICE
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

PROFESSIONAL ENGAGEMENT
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Where would you expect the APST to refer to learners of English as an Additional Language or Dialect?
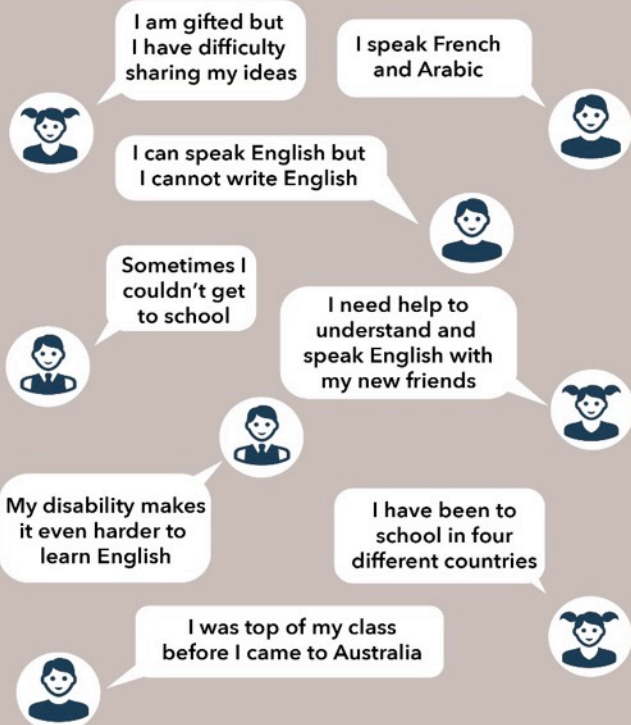
Under:

1. Professional knowledge?
2. Professional practice?
3. Professional engagement?

STANDARD 1: Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

EAL/D English as an additional language or dialect

I am gifted but I have difficulty sharing my ideas

I speak French and Arabic

I can speak English but I cannot write English

Sometimes I couldn't get to school

I need help to understand and speak English with my new friends

My disability makes it even harder to learn English

I have been to school in four different countries

I was top of my class before I came to Australia

EAL/D students need targeted, systematic and explicit instruction based on their language needs and prior learning

The ACARA EAL/D Learning Progression identifies four phases of English language learning:

- Beginning English
- Emerging English
- Developing English
- Consolidating English

Approximately one in four students in Australia has English as a second or additional language/ dialect

EAL/D students can and do achieve at the same level as their English speaking peers

EAL/D learners can enter Australian schools at any age and at any time of the year

'Proficient' Descriptor for
Focus Area 1.3

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

STANDARD 1: Know students and how they learn

Focus Area 1.4

Strategies for teaching Aboriginal and Torres Strait Islander students

Proficient Descriptor for 1.4

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

What is needed to make explicit 'elements of high-quality, effective teaching' that will specifically improve educational outcomes for EALD learners?

PART 2:

The EAL/D Elaborations of the APST

What are they?
What is the thinking behind them?

Full version

EAL/D

Elaborations of the Australian Professional Standards for Teachers

For use when working with learners of English as an Additional Language or Dialect (EAL/D)

ACTA
AUSTRALIAN COUNCIL OF TESOL ASSOCIATIONS

Australian Council of TESOL Associations (ACTA)
May, 2015

The EAL/D Elaborations:

Give explicit guidance on

- the nature of the EALD learning task

- culturally and linguistically responsive teaching and assessment strategies

- respecting and engaging with cultural and linguistic diversity

- responding to the diversity of EALD cohorts

Remind teachers of

- the responsibility of all teachers to support EALD learning

- the role of language(s) in learning, and the relation between language and culture

- the need to acknowledge how their own ethnicity/culture shapes their practice

The elaboration process

The Elaborations make explicit 'elements of high-quality, effective teaching' for EALD learners by:

- providing a EALD Standard elaborations

- adding EALD Descriptor elaborations for each Focus Area and career stage

- linking to EALD resources such as those on the ACARA website

Elaboration of Standard 2

APST Standard: Know the content and how to teach it

EAL/D Elaboration:

Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D content whether as an integral part of mainstream teaching or as the focus of EAL/D classes.

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.2 Understand how students learn	*Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.*	*Structure teaching programs using research and collegial advice about how students learn.*	*Expand understanding of how students learn using research and workplace knowledge.*	*Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.*

Elaboration for teachers and leaders working with EAL/D learners

Australian Curriculum: EAL/D Teacher Resource – Overview and Advice www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf Australian Curriculum: EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10 www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf Australian Curriculum EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf	**Demonstrate basic understanding of research into how learners concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.** Appreciate the pivotal role of explicit teaching, oral language activities and concrete examples to extend EAL/D vocabulary for both social and academic learning. Understand that students may need to draw on first language knowledge of the world to make interpretations of English and may need to use other first language speakers to assist. Appreciate that listening to an unfamiliar language is difficult and tiring for EAL/D learners. Lack of attention may indicate a lack of comprehension. Appreciate the possible compounding effects on students' learning outcomes of trauma, poverty, racism, dislocation and other characteristics associated with being an EAL/D learner, including sense of wellbeing within the school environment. Be aware of national and local resources which describe typical EAL/D learning progressions.	**Structure teaching programs using EAL/D specialist advice and resources for learners who concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.** Recognise that both subject content and social activities are culture bound and may present difficulties for participation and learning. Recognise that EAL/D learners' sense of wellbeing, belonging and being valued is critical to their learning. Use these understandings to incorporate a language-and-culture focus in teaching programs. Include oral language activities and explicit teaching with concrete examples to address conceptual and linguistic needs. Understand that EAL/D learners may not have the cultural and linguistic knowledge to find and benefit from learning materials or to make community links when doing research tasks. Draw on national and local resources which describe typical EAL/D learning progressions, noting that new challenges occur as academic language demands increase in the curriculum.	**Apply and articulate to colleagues a deep understanding of EAL/D Learning Progressions and of current research into how learners concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.** Demonstrate an in-depth understanding of theories of learning additional languages. Articulate the culture-bound nature of subject content and social activities and the implications for learning. Identify culturally loaded features of curriculum and develop ways of addressing these to facilitate access for EAL/D learners. Expand knowledge of EAL/D learners' languages or dialects and how these differ from or connect with Standard Australian English. Support colleagues to expand their understanding of EAL/D learning, the relationship between language-and-culture, and how to respond to this through their teaching. Explain typical EAL/D learning progressions, the progression of academic language demands across the curriculum, and diversity of learning progressions, plateaus and fossilisation.	**Use recognised EAL/D Learning Progressions to lead schoolwide processes that evaluate and improve EAL/D learners' linguistic and cultural access to the curriculum.** Collaborate with EAL/D specialists and draw on EAL/D resources to lead schoolwide processes that: 1. investigate how diverse EAL/D learners are concurrently (a) learning EAL/D, (b) learning subject area content through EAL/D, and (c) learning about EAL/D. 2. review EAL/D learners' linguistic and cultural access to the curriculum. 3. evaluate the effectiveness of teaching programs in relation to national and local resources which describe typical EAL/D learning progressions.

How are the Focus Area Descriptors elaborated?

Through multiple dot points for each career stage,

- incorporating EALD values and information

- interpreting words such as 'effective' in terms of what needs to be considered for EALD learners

- adding a reminder to draw on EALD sources of knowledge

Focus Area 5.1 - Proficient

APST Descriptor:

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

First EAL/D Elaboration:

Develop, select and use assessment strategies that take account of the language-and-culture demands for EAL/D learners in comprehending and responding to subject area assessment tasks.

Elaboration of Standard 4

Create and maintain supportive and safe learning environments

EAL/D ELABORATION:

- Create and maintain learning environments that are culturally and linguistically inclusive of EAL/D learners, and supportive of their learning needs.

Focus Area 4.4 – Proficient

APST Descriptor:

Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirement.

First two EAL/D Elaborations:

Use strategies that support a culturally inclusive environment and promote EAL/D students' wellbeing and safety.

Address racism in the classroom and school environment immediately and through ongoing positive psychology strategies that help students to respect each other as equal human beings. Explicitly re-direct racist language to respect for the Other.

Based on the Elaborations seen so far, what are the core values expected of teachers working with EALD learners?

- recognising language(s) and culture(s) as central to learning

- cultural and linguistic inclusivity (including valuing multilingualism and demonstrating intercultural competence and active anti-racism)

Strengths of the EAL/D Elaborations

In summary, the EAL/D Elaborations:

1. support development of the necessary values, knowledge and skills for teaching EAL/D students

2. speak to *all* teachers in school settings and highlight collaboration with EALD specialists

3. advocate for EAL/D learners

4. link directly to the APST and are presented in alignment with them

PART 3:
How can we use the *EAL/D Elaborations?*

- As guidance

- As food for reflection (often when issues come up)

- As a tool for EALD advocacy (a key role for EALD teachers)

- As professional communication

EAL/D Elaborations as Guidance

Use the EAL/D Elaborations for guidance on how best to meet the learning needs and challenges of your students.

APST 2.5 Proficient Descriptor and first EAL/D elaboration

APST Descriptor:

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

First EAL/D elaboration:

Use teaching strategies that respond to EAL/D learners' levels of literacy and numeracy in both the home language or dialect and Standard Australian English, drawing on EAL/D knowledge sources.

Annotated Content Descriptions: Mathematics Year 6

CONTENT DESCRIPTION	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Connect decimal representations to the metric system (ACMMG135)	Different languages use different notational symbols, and some EAL/D students may have other expectations of mathematical symbols. For example, decimal points in Greek are marked with a comma rather than a full stop.	Ensure shared understandings in the classroom about the function of mathematical notations. Sharing different notations from different languages broadens the perspectives in the classroom and normalises difference.

EAL/D Elaborations as food for reflection

Use the EAL/D Elaborations to reflect on learning and teaching issues and on the implications of support strategies.

Maybe certain strategies indicate challenges for you or the class?

Maybe certain strategies require endorsement from the school principal?

2.5 Proficient Descriptor: Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

Two more EAL/D Elaborations

- Explicitly teach the language of numeracy, recognising that some students may have the concepts and skills already.

- Attend to EAL/D development as a distinct component within English literacy development. Be responsive to differences between students' home language or dialect and EAL/D. Use EAL/D resources on the literacy continua to support EAL/D learners to move from spoken to written text, everyday to technical, known to new, and concrete to abstract.

Focus Area 3.3 – Graduate

APST Descriptor: Include a range of teaching strategies

An EAL/D Elaboration:

– Support the use of the home language or dialect for classroom learning, involving intercultural officers where possible.

What do you think about student use of Human Language Technologies (HLT) online?

USES of HLT	BENEFITS	RISKS
Using an L1 translation of a required reading text		
Using an English translation of student's own writing in L1		

Student use of Human Language Technologies (HLT) online

USES	BENEFITS	RISKS
Using an L1 translation of a required reading text	- saves learner time - provides technical meanings quickly - facilitates subsequent understanding in English	- over-reliance on L1 - not reading and learning the English version
Using an English translation of student's own writing in L1	- expands English vocabulary (e.g. by giving synonyms) - helps with getting started on writing in English - motivating - builds confidence	- limited reliability of HLT - need to use different HLTs to confirm accuracy

4.5 Use ICT safely, responsibly and ethically

A Proficient EAL/D Elaboration:

Incorporate strategies that respond to EAL/D and intercultural issues in using ICT.

A Lead EAL/D Elaboration:

Establish and implement policies to ensure the inclusion of strategies that respond to EAL/D and intercultural issues in using ICT.

EAL/D Elaborations as tool for advocacy

The Elaborations can be used to advocate for EALD learners by:

- clarifying the EALD learning task for other teachers

- demonstrating how teachers can support EALD learners to achieve their potential across the curriculum

- serving as a resource for planning whole-school professional learning

EAL/D Elaborations as professional communication

The Elaborations provide ways of:

- understanding and talking about the EALD learning task
- demonstrating professionalism
- planning professional learning
- interpreting student behaviour
- interpreting teacher practices

Use the Elaborations any way you can!

They are designed for you.

Reflection questions

1. How could you use the EAL/D Elaborations in preparing assignments (portfolio)?

2. How could you use the EAL/D Elaborations in preparing for a job interview?

The following slides may be useful in responding to questions

Migration: Skills assessment

- The Australian Institute for Teaching and School Leadership (AITSL) provides skills assessment services to teachers who wish to migrate to Australia. A skills assessment determines suitability for school teacher occupations for Australia's skilled migration program.

- For skills assessment enquiries email migration@aitsl.edu.au or look at the [Applicant portal](https://migration.aitsl.edu.au/) https://migration.aitsl.edu.au/

Annual professional development plan

GOAL: To expand my teaching on intercultural competence

STRATEGIES:
- Build my knowledge of what is involved
- Select classroom activities to try out
- Plan, implement and assess student learning
- Evaluate and further develop

PREDICTED EVIDENCE:
- A unit of work focusing on intercultural competence
- Units of work integrating intercultural competence
- Learner evaluations

CONNECTION TO STANDARDS:

Annual professional development plan

GOAL: To expand my teaching on intercultural competence

STRATEGIES:

PREDICTED EVIDENCE:

CONNECTION TO STANDARDS:

- 2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

- 6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities

Who are the *EAL/D Elaborations* intended for?

- *all* teachers working with EALD students in school settings

- EALD specialist teachers in schools

- Curriculum coordinators and school leaders

- Initial teacher education students and staff

- Intercultural officers in schools

EAL/D Elaborations of the Australian Professional Standards for Teachers

STANDARD 1: Know students and how they learn **EAL/D Elaboration**: Know, have empathy for and be responsive to the diverse linguistic, cultural and socio-historical characteristics of EAL/D learners; understand the nature of EAL/D learning and its relationship to culture, wellbeing and access to the Australian curriculum.

STANDARD 2: Know the content and how to teach it **EAL/D Elaboration:** Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D content whether as an integrated part of mainstream teaching or as the focus of EAL/D classes.

STANDARD 3: Plan for and implement effective teaching and learning **EAL/D Elaboration:** Plan for and implement effective teaching and learning for EAL/D learners, taking account of language-and-culture demands in curriculum and also of data on students' EAL/D learning progression.

STANDARD 4: Create and maintain supportive and safe learning environments **EAL/D Elaboration:** Create and maintain learning environments that are culturally and linguistically inclusive of EAL/D learners, and supportive of their learning needs.

STANDARD 5: Assess, provide feedback and report on student learning **EAL/D Elaboration:** Assess, provide feedback and report on student outcomes for learning EAL/D and for learning subject area content through EAL/D, using linguistically and culturally accessible assessment practices and a sound understanding of EAL/D learning progressions and of the language-and-culture demands of set tasks. 33

STANDARD 6: Engage in professional learning **EAL/D Elaboration:** Use the full version of the EAL/D Elaborations of the Australian Professional Standards for Teachers to plan and implement professional learning for working effectively with EAL/D learners and their families. 39

STANDARD 7: Engage professionally with colleagues, parents/carers and the community **EAL/D Elaboration:** Use intercultural understandings and skills to develop respectful and reciprocal

EAL/D Elaborations of the APST Standards

1. Know, have empathy for and be responsive to the diverse linguistic, cultural and sociohistorical characteristics of EAL/D learners. Understand the nature of EAL/D learning and its relationship to culture, wellbeing and access to the Australian curriculum.

2. Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D content whether as an integrated part of mainstream teaching or as the focus of EAL/D classes.

3. Plan for and implement effective teaching and learning for EAL/D learners, taking account of language-and-culture demands in curriculum and also of data on students' EAL/D learning progression.

4. Create and maintain learning environments that are both culturally and linguistically inclusive of EAL/D learners and supportive of their learning needs.

5. Assess, provide feedback and report on student outcomes for learning EAL/D and for learning subject area content through EAL/D. Use linguistically and culturally accessible assessment practices and a sound understanding of EAL/D learning progressions and of the language-and-culture demands of set tasks.

6. Use the full version of the EAL/D Elaborations of the Australian Professional Standards for Teachers to plan and implement professional learning for working effectively with EAL/D learners and their families.

7. Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.

Why engage with the Elaborations?

- To improve learning outcomes of EALD learners

- To help mentor colleagues in working effectively with EALD learners

- To advocate for EALD learners and teachers

- To raise awareness of whole-school responsibilities towards EALD learners

- To add specialist EALD to performance management

- To raise the status of EALD teachers

Some limitations of the EAL/D Elaborations

1. They do not directly reflect settings such as Intensive English Centres or specifically adult settings

2. Because they are designed to speak to all teachers, the career gradations do not speak solely to EALD specialists, locating them essentially as aspiring to be Highly Accomplished

Limitations of Focus Areas 1.2 and 1.5 in regard to EALD learners

1.2 Understand how students learn

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

What do EALD Elaborations provide?

1. A tool for making visible the responsibilities of all teachers working with EALD learners

2. Explicit guidance for teachers newly working with EAL/D students

3. Specification of some of the expertise of experienced EAL/D specialists within schools.

4. An EALD-specific version of the APST

5. A reference point for the development of standards specific only to EALD teachers, and/or to specific sectors.

Overview aims for the EAL/D Elaboration

1. *To maximise support for EAL/D learners*

   by informing:
   - teacher practice
   - teachers' professional learning goals
   - staffing considerations related to EAL/D learners
   - whole-school practice
   - pre-service teacher education programs
   - in-service professional learning options

   2.   To contextualise the APST within EAL/D learning and teaching conditions, and to serve as a reference point for more specific contextual elaboration

- https://www.monash.edu/education/teachspace/articles/seven-ways-to-support-students-from-refugee-backgrounds