

EAL/D professional learning pathways for teachers

Rationale

This document is for teachers of EAL/D learners. It asks reflective questions about your knowledge of EAL/D resources and pedagogy to guide you to select from three professional learning pathways.

Self-reflection — to what extent do I understand the learning needs of EAL/D students?

Reflective question	Yes	No
I understand the distinction between LBOTE and EAL/D learners .		
I understand the differences between the phases on the EAL/D Learning Progression (PDF 398 KB) .		
I am aware of the resources to support EAL/D learners on NESAs's EAL/D support page and Australian Curriculum's Supporting students for whom English is an additional language or dialect page.		
I understand the type of English language support students at different phases of the EAL/D Learning Progression require.		
I know that receptive language typically develops before productive language and how to use this knowledge in my support for EAL/D learners.		
I understand the difference between BICS and CALP (staff only) and why this distinction is important to my support of schools.		
I know how long it takes a student learning English as an additional language or dialect to master academic English.		
I know EAL/D and refugee students bring cultural capital to the classroom.		
I know that some Aboriginal and Torres Strait Islander students are learning English as an additional dialect (staff only) (EAD learners) and require support to learn Standard Australian English used in the classroom.		

Reflective question	Yes	No
I know the importance of valuing and maintaining home language as a resource for learning in the classroom.		
I understand the importance of building the field (staff only) to ensure all students in the lesson have the required background knowledge.		
I understand the concept of talking to learn (staff only) and can assist teachers to embed this practice into their teaching and learning.		
I know EAL/D learners need repeated exposures to new vocabulary (staff only) and concepts .		
I understand the interrelation between English language, literacy and/or numeracy (PDF 92 KB) and can support colleagues to embed practices which develop all skills simultaneously.		
I am aware of resources available at the Henry Parkes Equity Resource Centre , which include: <ul style="list-style-type: none"> • bilingual classroom resources • talking books • resources to promote intercultural understanding • resources to strengthen my knowledge of students' diverse cultural and linguistic backgrounds and learning needs. 		
I am aware of the Interpreting and translations webpage and can access both the interpreter service and translated documents.		

Guide to the professional learning pathways

Depending on how you responded to the above questions, the next step in this advice guide is for you to select the professional learning pathways which best suits your level of familiarity with EAL/D pedagogy and key resources.

If your level of familiarity with EAL/D pedagogy and key resources is limited (multiple ticks in the no column), then Pathway 1 may be the most appropriate pathway.

If your level of familiarity with EAL/D pedagogy and key resources is mixed (an even amount ticks in both yes and no columns), then Pathway 2 may be the most appropriate pathway as long as you are familiar with all the resources in Pathway 1.

If your level of familiarity with EAL/D pedagogy and key resources is strong (largely ticks in the yes column), then extending your knowledge of EAL/D pedagogy by engaging in sustained professional learning may be appropriate.

The professional learning pathways are designed to differentiate the kind of professional learning about EAL/D pedagogy you require to effectively support your EAL/D learners.

Pathway 1: you may be new to supporting EAL/D learners and need to become familiar with key documents and resources.

Pathway 2: you may have some experience in supporting EAL/D learners, and are familiar with some key documents and resources.

Pathway 3: you may want to extend your knowledge to more effectively support EAL/D learners and colleagues at school.

Most of the publications listed in Further reading are available from the Henry Parkes Equity Resource Centre for loan.

Professional learning pathways

Pathway 1 – I have elementary understanding of EAL/D pedagogy and students' learning needs

- Read the [Multicultural Education Policy](#), and consider how you and your school address the policy.
- Explore the videos and frameworks on the [EAL/D literacy and numeracy page](#).
- Explore the advice on [English as an additional language or dialect pages](#).
- Explore the advice and resources on [Supporting refugee students pages](#).
- Read the [EAL/D Advice for Schools \(PDF 5.4 MB\)](#).
- Complete the modules on EAL/D learners and/or Aboriginal students in [Curriculum planning for every student in every classroom](#).
- Complete the self-access professional learning [Identifying and supporting EAL/D learners](#).
- Engage with an [EAL/D Education Leader](#) in your principal network to discuss strategies to support the English language and curriculum learning needs of EAL/D students.
- Join the [EAL/D Statewide staffroom](#).
- Sign up to the EAL/D newsletter by emailing Sascha.Ogilvy2@det.nsw.edu.au and consider attending a [local EAL/D Connect meeting](#).
- Explore the [Interpreting and translations webpage](#) and download [the guidelines \(staff only\) \(PDF 313 KB\)](#).

Pathway 2 – some understanding of EAL/D students' learning needs

- Enrol in [Using the EAL/D Learning Progression](#).
- Explore the information and videos on the [Classrooms of Possibility website \(staff only\)](#).
- Explore the teacher guides and advice on EAL/D pedagogy on the [Universal Resources Hub](#) by using search term 'EAL'.
- Explore the on-demand PL on the [Multicultural Education site](#).

- Listen to the [EAL/D Conversations podcasts](#).
- Explore the [EAL/D Elaborations of the Australian Professional Standards for Teachers \(PDF 1.6 MB\)](#) to understand best practice in EAL/D support.
- Explore the [Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners \(PDF 2.67 MB\)](#) to understand best practice in EAL/D support for Aboriginal and Torres Strait Islander students.
- Complete [Aboriginal ways of using English](#) to support Aboriginal and Torres Strait Islander students who speak a dialect to learn the Standard Australian English used in the classroom.

Pathway 3 – understand the EAL/D LP phases and have some awareness of how to differentiate for EAL/D students’ language and KLA content learning needs

To deepen knowledge, you could enrol in these [facilitated courses](#):

- [Teaching English Language Learners](#)
- [Teaching students from a refugee background](#)
- [Enhancing assessment task notifications for EAL/D learners \(Stages 4 and 5\)](#)
- [Numeracy for EAL/D learners](#)

Aboriginal outcomes and partnerships offer Deadly dialects as a self-access course.

Further reading

- Cummins, J (1981) ‘Empirical and theoretical underpinnings of bilingual education’ Journal of education <https://doi.org/10.1177/002205748116300104>
- Derewianka, B and Jones, P (2012) Teaching language in context, Oxford UP, South Melbourne.
- Dove M and Honigfeld A (2018) Co-teaching for English learners: a guide to collaborative planning, instruction, assessment, and reflection, Corwin, Thousand Oaks, California.
- Dufficy, P (2005) Designing learning for diverse classrooms, PETAA, Newtown
- Gibbons, P (2009) English learners, Academic Literacy and Thinking: Learning in the Challenge Zone, Heinemann, Portsmouth.
- Gibbons P (1991) Learning to Learn in a Second Language, Heinemann, Portsmouth.
- Gibbons, P (2015). Scaffolding Language Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. 2nd ed Portsmouth: Heinemann.
- Hammond J and Miller J (2015) Classrooms of Possibility: Supporting at-risk EAL students, PETAA, Newtown.
- Harper H and Feez S, eds (2021) An EAL/D Handbook, Newtown, PETAA.
- Hertzberg, M (2012) Teaching English Language Learners in Mainstream Classes, PETAA, Newtown.
- Jones P ed (1996) Talking to learn, PETAA, Newtown.
- Swan P (2018) ‘The Impact of Vocabulary on Numeracy,’ Australian Primary Mathematics Classroom, 23 4 pp. 33-39.

- Thomas, W and Collier, V (1997) School effectiveness for language minority students https://ncela.ed.gov/files/rcd/BE020890/School_effectiveness_for_langu.pdf
- Whiteford T (2010) 'Is Mathematics a Universal Language', Teaching Children Mathematics, 16 5 pp. 276-283.

For further advice and support, please contact:

EALD.education@det.nsw.edu.au