

Cooperative planning and teaching for ESL students in the mainstream classroom

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Abstract

In 2006 the *Association for Teaching English to Speakers of Other Languages* (ATESOL) New South Wales (NSW) developed a project with funding from the Australian Government Quality Teacher Program (AGQTP) with a focus on disadvantaged urban schools with very high numbers of students learning English as an additional or second language (ESL). This paper will explore the project as it was realised in one public school in Sydney NSW, Wiley Park Public School¹. The pedagogical framework which informed the project *Quality Teaching in NSW Public Schools Discussion Paper* (DET, 2003) will be described with a special focus on the development of *intellectual quality*. This dimension of quality teaching has been identified (Gore, Griffiths, & Ladwig, 2004; Hammond, 2008; Luke, 2001) as one aspect of pedagogy not always successfully demonstrated in classroom practice. The development of intellectual quality was addressed by a focus on assessment tasks, which both identified the needs of students and included them in the process of assessment (Freebody & Wyatt-Smith, 2004; Noddings, 2005). Intellectual quality was also supported by developing teacher effectiveness through mentoring (Fletcher, Strong, & Villar, 2005; Luke, 2001; Meiers & Ingvarson, 2005). While a case study of only one school does not provide useful generalisations, the success of the project in this case study can be evaluated by comparing the manner in which it was realised with some research based recommendations for developing quality teaching in similar contexts (Hammond, 2008; Luke, 2001; Meiers & Ingvarson, 2005).

¹ The school and the two teachers who participated in this study have given their permission to be identified in this article.