

STRUCTURE OF THE STANDARDS

The Standards represent TESOL teachers' professionalism within a two dimensional grid. The first dimension is professional knowledge in terms of dispositions, understandings and skills. The second is professional orientation to education in a multicultural society, second language education and TESOL practice.

In this way the Standards describe the complex roles TESOL teachers assume when providing an inclusive curriculum and practices that are sensitive to the learning needs of ESL students.

There are 27 Standards in all. Of these, 9 can be taken as core, and are bolded in the table inside.

USE OF THE STANDARDS

The Standards can be used to advocate for TESOL as a distinctive field and to establish the importance of having accomplished TESOL teachers within an educational setting and the broader community.

The Standards can inform the professional development of TESOL teachers and support mentoring and personal reflection.

ACTA has developed and annotated case narratives of experienced TESOL teachers in a range of settings. These illustrate the Standards in action as well as their flexibility to apply to any TESOL context.

PROFESSIONAL DEVELOPMENT

Each state TESOL association can provide professional development on the ACTA Standards for TESOL practitioners.

CONTACT

Contact details for the ACTA committee and state TESOL associations are available on the ACTA website www.tesol.org.au. ACTA can also be contacted at ceasa@ceasa.asn.au.

WHAT IS ACTA?

The Australian Council of TESOL Associations Inc (ACTA) is the national professional body representing teachers of English to speakers of other languages in Australia.

ACTA's broad aim is to promote quality teaching, research and development of the teaching of English to speakers of other languages (TESOL) at state, national and international levels.

HOW DOES ACTA WORK?

ACTA coordinates TESOL representation at the national and international levels, in conjunction with each of the state and territory TESOL associations which make up the membership of ACTA.

Representatives of these associations form the ACTA Council. An executive is elected annually by the Council from its membership.

WHAT DOES ACTA DO?

ACTA advocates for and enhances the profile of the profession through its wide range of activities in state, national and international contexts. It

- promotes quality teaching in the field of TESOL
- advocates for the profession through its development of teacher professional standards
- is actively involved in the development of quality teacher training
- demonstrates leadership in the implementation and delivery of quality professional development to teacher practitioners through its state/territory associations
- promotes study, research and development related to TESOL at state, national and international levels
- supports the development of cross-cultural understanding
- co-hosts regular conferences with state associations
- publishes a professional journal
- publishes occasional position papers on key issues.



STANDARDS FOR TESOL PRACTITIONERS

The Australian Council of TESOL Associations Inc (ACTA) is the national professional body representing teachers of English to speakers of other languages (TESOL) in Australia. ACTA has initiated and supported the development of a set of Standards for TESOL practitioners in Australia.

The Standards reflect the professionalism required of TESOL practitioners and the complex nature of TESOL practice. They accompany and build on generalist teaching competencies.

The Standards recognise that English as an additional language needs to be taught with regard to the linguistic and cultural diversity of the Australian population.

The Standards are set out in a table on the inside of this brochure, and can also be found at the ACTA website, along with additional information.

www.tesol.org.au

	<p>DISPOSITIONS</p> <p>What do accomplished TESOL teachers need to 'be'?</p> <p><i>Accomplished TESOL teachers</i></p>	<p>UNDERSTANDINGS</p> <p>What do accomplished TESOL teachers need to 'know'?</p> <p><i>Accomplished TESOL teachers</i></p>	<p>SKILLS</p> <p>What do accomplished TESOL teachers need to 'do'?</p> <p><i>Accomplished TESOL teachers</i></p>
Orientation to a multicultural society	<ul style="list-style-type: none"> • espouse the values of cultural inclusivity, multiculturalism, multilingualism, reconciliation and countering-racism • are informed by social and educational trends, stakeholder expectations and institutional priorities • are sensitive to students' cultural and community experiences, including migration and colonisation, and the effects of these on personal and social development 	<ul style="list-style-type: none"> • identify the features and understand the implications of multi-cultural Australian society • are familiar with and can critique existing provisions, policies, and curriculum and assessment frameworks • understand how students' experiences, knowledge and prior learning shape their present learning and development 	<ul style="list-style-type: none"> • advocate for and create a positive environment for cultural diversity, inclusive practice and English language learning • identify issues or concerns in current provisions and work collaboratively within the educational setting and wider community to address them • respond to and incorporate students' experiences and aspirations by developing appropriate educational provisions
Orientation to second language education	<ul style="list-style-type: none"> • appreciate the pivotal role of language and culture in learning, teaching and socialisation • are informed by coherent theories of language and culture, and the acquisition of English as an additional language • are sensitive to student learning needs and interests in relation to language and culture 	<ul style="list-style-type: none"> • know how language and culture function in spoken, written and multimodal texts • understand the linguistic, cultural and contextual factors and processes involved in the development of English as an additional language • understand the important relationship between content selection and students' needs and aspirations for meaning making 	<ul style="list-style-type: none"> • identify achievable outcomes for the development of English as an additional language relevant to socialisation and learning • design courses and activities to teach and assess relevant features of the systems of language and culture, including their integration in diverse subject areas • appropriately select and sequence language and culture content to provide for and critique meaning-making in diverse texts and contexts
Orientation to TESOL practice	<ul style="list-style-type: none"> • commit to reflective practice and program evaluation that is responsive to students' linguistic and cultural history and environment • value diverse and relevant methodologies, resources, technologies and classroom investigation • are sensitive to the opportunities and limitations of the particular learning and teaching environment, including students' English language proficiencies 	<ul style="list-style-type: none"> • understand the complexity of the linguistic and cultural relationship between colleagues, students, teachers, community and curriculum • know a range of teaching and assessment practices and resources, and can evaluate them in terms of the context • know how to adapt teaching to respond to features of the learning environment 	<ul style="list-style-type: none"> • use students, families, communities and the educational setting as resources for classroom activity • select and implement teaching and assessment practices appropriate for the students and educational setting • scaffold students' learning and English language development through appropriate classroom interaction, negotiation, teaching strategies, activities, materials and assessment