

# EAL/D Elaborations of the Australian Professional Standards for Teachers: Overview

## Where can classroom teachers find support?

The EAL/D Elaborations place the Australian Professional Standards for Teachers in the context of teachers working with learners of English as an Additional Language or Dialect (EAL/D learners). For each Standard and Focus Area descriptor, the Elaborations describe appropriate actions by teachers and leaders in EAL/D settings.

## What are the aims of the EAL/D Elaborations?

The aims of the EAL/D Elaborations are to maximise support for EAL/D learners by informing:

- teacher practice and professional learning goals
- staffing considerations in addressing the needs of EAL/D learners
- whole-school practice
- pre-service teacher courses
- in-service professional learning programs
- performance management through the Australian Professional Standards for Teachers



## What are the learning challenges for EAL/D learners?

The EAL/D learner in Australia is simultaneously (a) learning English, (b) learning through English, and (c) learning about English.

- (a) Learning English refers to the challenge of learning a new language or dialect, namely Standard Australian English, as well as the cultures of Australian schools and the wider Australian society.
- (b) Learning through English refers to the challenge of using English for social and academic purposes whilst still learning it.
- (c) Learning about English involves understanding the systems of English and how they work together in different situations to produce appropriate spoken and written texts.

## Who can make use of the EAL/D Standards Elaborations?

The EAL/D Elaborations provide support for all teachers and leaders catering for EAL/D learners, including EAL/D specialists. They are intended for:

- Classroom teachers across all learning areas, since they are responsible for facilitating EAL/D learners' access to the curriculum and providing ways to support their English language learning within the learning area
- EAL/D specialists, responsible for offering both targeted EAL/D classroom teaching and specialised support for mainstream teachers and leaders in effectively working with EAL/D learners
- Curriculum coordinators and other lead teachers, responsible for equitable curriculum access for all students and for initiating program evaluation and development and professional learning for colleagues
- Pre-service teacher educators, responsible for preparing their students for teaching assignments that may include schools with very high numbers of EAL/D learners, especially in multicultural metropolitan suburbs and in remote Aboriginal communities.
- Intercultural officers, responsible for assisting curriculum access for culturally and linguistically diverse students and supporting teachers in that endeavour.

The EAL/D Elaborations emphasise the importance of accessing EAL/D and intercultural knowledge sources – from official EAL/D education websites to colleagues and family or community representatives. Key among these are EAL/D specialists, whether teachers, leaders or consultants, and intercultural officers, such as bilingual teacher aides, Aboriginal Education Officers, and community liaison personnel. They directly support EAL/D learners and have a highly skilled understanding of the challenges of being an EAL/D learner and how to address these from different perspectives.

**Download the full version of the EAL/D Elaborations at [www.tesol.org.au/resources](http://www.tesol.org.au/resources)**

*AITSL acknowledges the work and expertise ACTA has provided in producing this document to support teachers working in EAL/D settings.*

| Australian Professional Standards for Teachers |   | Elaboration for teachers and leaders working with EAL/D learners   |
|--|---|--|
| Professional Knowledge                         | Know students and how they learn  | 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.   |
|  | Know the content and how to teach it                                    | 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.   |
| Professional Practice                          | Plan for and implement effective teaching and learning                  | 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.  |
|  | Create and maintain supportive and safe learning environments           | Create and maintain learning environments that are both culturally and linguistically inclusive of EAL/D learners and supportive of their learning needs.  |
|  | Assess, provide feedback and report on student learning                 | 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. |
| Professional Engagement                        | Engage in professional learning   | 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.   |
|  | Engage professionally with colleagues, parents/carers and the community | Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.   |

\* All areas shaded in grey taken from the Australian Professional Standards for Teachers. Access the Standards at [www.aitsl.edu.au/APST](http://www.aitsl.edu.au/APST)

## Design of the Elaborations

The EAL/D Elaborations have drawn on:

- the expertise of the ACTA Working Group members across the states and territories
- the 2005 ACTA Standards: one for ESL teachers and one for mainstream teachers
- the EAL/D Teacher Resource: Australian National Curriculum  
[www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)
- State and Territory documents functioning as policy or guidelines for working with EAL/D learners
- the Capability Framework for teaching Aboriginal and Torres Strait Islander EAL/D learners  
[www.indigenouportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf](http://www.indigenouportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf)