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International TESOL Conference

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“TAMINMIN, OUR STORY”

HOW A RURAL NORTHERN TERRITORY COMPREHENSIVE PUBLIC HIGH SCHOOL IS MEETING THE CHALLENGE: ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE.”

‘LANGUAGE PLANNING- SECONDARY’

THE PAPER SEEKS TO TELL THE STORY OF HOW A LARGE COMPREHENSIVE HIGH SCHOOL LOCATED IN THE RURAL OUTSKIRTS OF DARWIN MEETS THE LANGUAGE LEARNING NEEDS OF DIVERSE EALDS WHO COMPRISE APPROXIMATELY 23% OF THE SCHOOL. SERVICING THE MULTI-DIMENSIONAL LEARNING NEEDS OF OUR DIVERSE STUDENTS IS A DYNAMIC AND CHALLENGING PROCESS. THIS PAPER REVEALS AND DESCRIBES THESE CHALLENGES BY ADDRESSING HOW WE ARE ATTEMPTING TO “MEET THE CHALLENGE” BY ALIGNING EAL/D TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE SITUATED IN OUR CONTEXT.

PRESENTED BY LUCINDA MURRELL

TAMINMIN COLLEGE, “MEETING PLACE”

FIRSTLY, I WOULD LIKE TO ACKNOWLEDGE AND THANK THE TRADITIONAL OWNERS OF THIS LAND, TAMINMIN COLLEGE AND OF INDIGENOUS PEOPLES OF ALL AGES. THANKS AND GRATITUDE ALSO TO THE ORGANISING COMMITTEE FOR INVITING ME TO PRESENT TODAY. DEDICATION.



TAMINMIN COLLEGE, “MEETING PLACE”

- Taminmin College is on the traditional lands of the Limilngan-Wulna people and takes its name from their language, and means “meeting place”. (If any of you have travelled north you may have visited the Window on the Wetlands managed by the traditional owners, the Kenyon Family) For further information: <http://www.parksandwildlife.nt.gov.au/parks/windowwetlands/stories>
- Current enrolment: 1,000 students approximately
- Located 35kms south of Darwin in Darwin's rural area. It is situated in the Litchfield Shire in one of Australia's fastest growing population areas. Maintained and steady growth is expected.
- Many of our students live on large to small size acreages – tropical fruit and vegetables and various horticultural industries (e.g. From large exporters to local market gardeners). Many students also live on “5 acre bush blocks. Some of our students live 60 kms away and travel great distances to and from school daily and are reliant on school bus services. It is the public feeder secondary school for approximately 7 primary schools.
- “Taminmin” is 22 years old and established as a result of community pressure for a **public high** school to service the needs of the rural community. Although, now the region is becoming populated by 5 acre residences, suburban and units it remains to have a strong rural focus and identity.
- Currently the NT Department of Education Chief Executive, Mr. Ken Davis is wanting to introduce a new way of allocating funding to schools in 2015, Global School Budgets. We are told that it will increase school autonomy. It is unclear at the moment whether or not the council will take on the proposal- the figures are not clear and whether or not increased school autonomy will be increased is also a concern. For further information about the new funding model please refer to: <http://ed.ntschoools.net/finance/autonomy/Pages/welcome.aspx>

Our services and facilities: (Multiple pathways)

Year 7-12 middle and senior public school, offering academic and vocational career pathways

NT's secondary agricultural public school

An award winning VET provider

The Rural Special Education Centre (SEC)

Special Education Specialist and resource room- mainstream

Centre for Excellence in Business and Enterprise (C4E)

Positive Behaviour model: Responsible thinking Process <http://www.responsiblethinking.com/>

PLC Positive Learning Centre

A Community library

Gym and ovals

Japan Student Exchange/ Sister school: Kamitonda School

National and international travel – Melbourne Royal Show; World Challenge: Mongolia

Indonesian teacher exchange- AEF

Leading Learner Program

Wellbeing team

Careers Advice

AIEW Officer and resource room

EALD Specialist and resource room, International students, Harmony Day

School Values: REACH Respect, Effort, Achievement, Caring community, Honesty

WHAT ARE OUR LANGUAGE LEARNING NEEDS FOR OUR DIVERSE EAL/DS WHO COMPRISE APPROXIMATELY 23% OF THE SCHOOL POPULATION?

MAJORITY OF OUR STUDENTS:

- **Rural, “Territory Speakers of English” or “Top –End English speakers”**

Low literacy and numeracy e.g. PAT_ R results; NAPLAN results- low
Role models of SAE

Valuing the diversity of languages and valuing the variety of Englishes

Unpacking SAE and subject specific language, explicit teaching of skills and knowledge required for academic and life success

Valuing Aboriginal and Torres Strait Islanders language, culture, histories, life experiences, goals

Understanding communication in various contexts, modes and purposes

IT skills and knowledge

A lot of support and guidance to be successful

Multiple pathways to success

Life long learning

BUT... Life chances are often so much more limited for EALDs if they are not specifically catered for and when education and qualifications are not gained. Many indigenous students do struggle to achieve 12 years of schooling and some struggle to have positive educational experiences.

Who are the 235 (145 Ind) DIVERSE EAL/Ds students comprising approximately 23% of the school population?

What are their needs?

(Multi dimensional learning needs)

How do we meet the challenge?

(Increased accountability)

(Dynamic and challenging)

(Aligning frameworks, policy, guidelines, meeting professional standards)

ATSIL Teacher Standards- EALD specialist and mainstream

Year 7 46 students • 3 beg/ emerging • 5 emerging • 6 emer/ developing • 12 developing • 15 consolidating • SEC 4	Year 8 45 students • 2 beg/ emerging • 4 emerging • 6 emer/ developing • 14 developing • 8 de/ consolidating • 11 consolidating	Year 9 48 students • 1 emerging • 11 eme/developing • 9 developing • 4 de/consolidating • 21 consolidating • 1 SEC	Year 10 51 students • 4 emerging • 7 emer/developing • 14 developing • 9 de/consolidating • 15 consolidating • SEC 3	Year 11 17 students • 3 developing • 14 consolidating	Year 12 28 students • 3 developing • 25 consolidating
36 ATSI/ IND (5 ML) 5 BL Vietnamese 1 BL Thai 1 BL Filipino 1 BL Maori 1 LBOTE Italian 1 LBOTE Greek	22 ATSI/ IND (1 ML) 4 BL Vietnamese 2 BL Khmer 2 BL Thai 1 BL Spanish 1 BL Maori 5 LBOTE Thai 3 LBOTE Indonesian 2 LBOTE Unspecified 1 LBOTE Filipino 1 CALD	31 ATSI/ IND (1 ML) 4 BL Vietnamese 2 BL Khmer 1 BL Thai 1 BL Afrikaans 2 LBOTE Thai 1 LBOTE Ausland 1 LBOTE Greek 1 LBOTE PNG 1 LBOTE Khmer 3 LBOTE Unspecified	36 ATSI/ IND (3 ML; 6 AED) 4 BL Vietnamese 1 BL Khmer 1 BL Spanish 3 LBOTE Indonesian 3 LBOTE Greek 2 LBOTE Thai 1 LBOTE Timorese	10 ATSI/ IND 2 BL Vietnamese 1 BL Filipino/Tagalog 1 BL Khmer 1 BL Japanese 2 LBOTE PNG	10 ATSI/ IND (1 ML) 9 BL Vietnamese 1 BL Khmer 1 BL Cypriot/Greek 1 BL Indonesian 1 BL German 1 LBOTE Malay 1 LBOTE Italian 1 LBOTE Greek 1 LBOTE Timorese 1 LBOTE Filipino
5 students Personalised EALD to access AU curriculum in 1 or more subjects	2 students Personalised EALD to access AU curriculum in 1 or more subjects	1 student Personalised EALD to access AU curriculum in 1 or more subjects	1 student Personalised EALD to access AU curriculum in 1 or more subjects ("Two-way" EALD learning and goals)	1 student Personalised EALD to support transition to Australia and general study support (ie. first 3 months in Au)	0 students * 4 students access to EALD on as need basis
10 students Supported mainstream class 4 students SEC *Access to EALD on as need basis	13 students Supported mainstream class *Access to EALD on as need basis	16 students 10 Eng C 6 Eng F 1 student SEC *Access to EALD on as need basis	30 students: 11 Eng C 8 Eng D 5 Eng E 6 Eng F 5 VET/ Workplace ready 3 students SEC *Access to EALD on as need basis	2 English Pathways 9 VET/ Workplace ready *Access to EALD on as need basis	4 English Pathways 4 VET/ Workplace ready 1 Musical only *Access to EALD on as need basis
28 students* Mainstreamed or Leading Learner program *Access to EALD on as need basis	30 students* Mainstreamed or Leading Learner program *Access to EALD on as need basis	30 students 3 English LL 6 Eng A 7 Eng B 6 Eng D 5 Eng G 3 Eng E *Access to EALD on as need basis	12 students: 3 English LL 5 Eng A 4 Eng B *Access to EALD on as need basis	5 students: 3 Eng A_2 1 Eng_1 1 Eng_3 *Access to EALD on as need basis	5 English Studies 13 English Communications *Access to EALD on as need basis

WHAT ARE THE FRAMEWORKS, GUIDELINES, POLICIES AND STANDARDS?

Australian/National:

- Australian Curriculum Student diversity EALD http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html;
<http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D>
- - Student Diversity, EAL/D guidelines, learning progressions
- Australian Curriculum general 1-10, Senior <http://www.australiancurriculum.edu.au/Curriculum/Overview>;
- <http://www.australiancurriculum.edu.au/english/Curriculum/F-10?layout=1>;
- <http://www.australiancurriculum.edu.au/SeniorSecondary/english/english-as-an-additional-language-or-dialect/Curriculum/SeniorSecondary#page=1>
- -Learning areas; EALD Senior; Essential English;
- -7 General capabilities (Aims to fulfil the goals set out by The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) ie Successful learner, confident and creative individual, and active and informed citizen);
<http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/general-capabilities-in-the-australian-curriculum>
- -Cross curriculum priorities: Aboriginal and Torres Strait Islander histories and culture; Asia and Australia's engagement with Asia; Sustainability <http://www.australiancurriculum.edu.au/CrossCurriculumPriorities>
- Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners
<https://indigenouportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf>
- The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) Mainstream subjects curriculum
- ATSL Professional Teacher Standards: <http://www.aitsl.edu.au/>
- ACTA EAL/D Standards in DRAFT- <http://www.tesol.org.au/RESOURCES/National-Professional-Standards-for-Teachers>
- - specialist; EAL/D Standards- mainstream teachers

State and Territory:

- NT Department of Education Policy- Hyperlinks
<..\hyperlinks for my presentaion\FrameworkForLearningEnglishAsAnAdditionalLanguagePolicy.pdf> ;
<..\hyperlinks for my presentaion\FrameworkForLearningEnglishAsAnAdditionalLanguageGuidelines.pdf> ;
<..\hyperlinks for my presentaion\FrameworkForLearningEnglishAsAnAdditionalLanguageKeyMsg.pdf>
- Strategic Plan DoE Creating Success Together 2013-15 <http://www.education.nt.gov.au/about-us/strategic-plan>
- Close the gap <http://www.education.nt.gov.au/smarterschools/closing-the-gap>
- Smarter NT EALD Policy and resources www.education.nt.gov.au/teachers-educators/students-learning/tml-program
- NT Curriculum Framework- ESL Secondary Standards
<http://learninglinks.ntschoools.net> and learning progressions
- International Students policy <http://www.education.nt.gov.au/students/international-services/International-school-students>;
<http://www.educaSchools national partnerships> <http://www.education.nt.gov.au/smarterschools>
- RAPS : Dept of Ed Reconciliation Action Plan
- EAL Framework
<http://www.education.nt.gov.au/about-us/policies/documents/schools/framework-for-learning-english-as-an-additional-language>
- <http://www.education.nt.gov.au/about-us/publications>
- <http://www.education.nt.gov.au/students/international-services/providers>
- South Australian Board of Studies
- VET courses
- Middle schooling policy

WHAT ARE THE FRAMEWORKS, GUIDELINES, POLICIES AND STANDARDS?

School: (All policies apply)

- Staff Code of Conduct
- Equity/ Student Diversity/ Special learning needs
- Enrolment policy and procedures
- Communications policy and procedures
- 5 Year School Plans and annual reviews- priorities
- Assessment submission policy
- Responsible Thinking Behaviour management (RTC) policy

Other:

- Human Rights <https://www.humanrights.gov.au/guide-australias-anti-discrimination-laws>
- UN Declaration of the rights of Indigenous people <https://www.humanrights.gov.au/publications/un-declaration-rights-indigenous-peoples-1> Articles (1-46)
- **Self determination**
- - **Choice** to determine how their lives are governed and the paths to development
- - **Participation** in decisions that affect the lives of First Nation peoples.
- - **Control** over their lives and futures, including economic, social and cultural development.
- National Education agreement
- National Indigenous reform Agreement
- Council of Australian Governments https://www.coag.gov.au/closing_the_gap_in_indigenous_disadvantage;
- -halve the gap in reading, writing and numeracy achievements for children by 2018;
- -halve the gap for Indigenous students in Year 12 (or equivalent) attainment rates by 2020; and
- -halve the gap in employment outcomes between Indigenous and other Australians by 2018.
- Standing Council for Federal Financial Relations_ National Agreements_ 2012
- http://www.federalfinancialrelations.gov.au/content/national_agreements.aspx
- bilateral agreements
- Reconciliation <http://www.reconciliation.org.au>
- The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008)

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Knowledge

Standard 1. Know EAL/D learners 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 and wellbeing.

EAL/D Standards Elaboration (DRAFT, July 2014)

1.1 Physical, social and intellectual development and characteristics of learners

1.2 Understand how students with EAL/D learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds learning EAL/D

1.4 Strategies for teaching Aboriginal and Torres Strait Islander EAL/D learners ie.

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D

Capability 1: Identify Aboriginal and Torres Strait EAL/D learners and understand EAL/D learning

1a) Know about languages spoken by Aboriginal and Torres Strait Islander students across Australia: traditional languages; creoles; English dialects e.g. Aboriginal English

1b) Find out about languages of the school community, including students' first language and heritage languages

1c) Identify Aboriginal and Torres Strait Islander EAL/D learners by:

- Identifying students with first languages other than SAE
- Reviewing student profile information for EAL/D learner status and students' SAE proficiency levels
- Assessing SAE proficiency levels of learners who have a first language other than SAE
- Updating school or system records with EAL/D learner status

1d) Understand EAL/D (also ESL) teaching and learning:

- Learning an additional language or dialect
- Learning curriculum content in and through an additional language or dialect
- Strategies for teaching EAL/D learners, including strategies for incorporating students' first languages in teaching and learning

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and proficiencies in EAL/D

1.6 Strategies to support full participation of students with disability while learning EAL/D

In practice at Taminmin College this means that:
Standard 1 Know our EAL/D learners and how they learn:

At Taminmin College the wellbeing and success of our learners is paramount, so too then, is getting to know our learners and how they learn. We do this is a number of ways:

- Enrolment and monitoring data
- Relationship building and maintaining
- Informal interviews – students
- Hyperlink Monitoring data:
[..\hyperlinks for my presentation\TC EALd XXX 2014 Data MID YEAR monitoring TESOL presentation - Copy.xlsx](#)
- Helps to determine how learners learn, what they can and cannot do; set targets, informs planning and practice
- Ensures professional dialogue with teachers about students and EALD teaching and learning –monitoring and moderation

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Knowledge

Standard 2. Know the content and how to teach it for EAL/D learners

Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D

EAL/D Standards Elaboration (DRAFT, July 2014)

2.1 Content and teaching strategies of the teaching area to support EAL/D learners

2.2 Content selection and organisation to support EAL/D learners

2.3 Curriculum, assessment and reporting for EAL/D learners

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australia

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 2. Know about language, Standard Australian English, and the language demands of the curriculum

2a) *Language as a system, including the interrelated components of:*

- *Syntax(structure)*
- *Morphology (word building)*
- *Phonology (sounds) and*
- *Semantics (meanings).*

2b) *Language in use:*

- *Pragmatics*
- *Discourse*
- *Social and cultural usages*
- *Language and culture*
- *Written language*

2c) *How Standard Australian English works*

- *SAE's interrelated components*
- *SAE in use*

2d) *SAE language demands of the curriculum:*

- *SAE language required for teaching, learning and assessment*

2.5 Literacy and numeracy strategies for EAL/D learners

2.6 Information and Communication Technology (ICT) for EAL/D learners

In practice, at Taminmin College this means that:
Standard 2 Know the content and How to teach it for EAL/D learners

- Transitioning period to the Australian Curriculum continues
- Our diverse multi-dimensional EALd learners, differing motivations to learn and ways of learning.
- Many ways, not one
- Unpacking ASE, explicit teaching
- IT skills
- Personalised learning
- Differentiated learning
- Many pathways to success and many way to achieve.

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Practice

Standard 3. Plan for and implement effective teaching and learning for EAL/D

Plan for and implement for effective teaching and learning for EAL/D learners, taking account of language-and culture demands in curriculum

EAL/D Standards Elaboration (DRAFT, July 2014)

3.1 Establish challenging learning goals for EAL/D learners

3.2 Plan, structure and sequence learning programs to address the diverse needs of EAL/D

3.3 Use teaching strategies that support EAL/D learners

3.4 Select and use resources that support EAL/D learners

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 3. Plan for and implement effective teaching and learning for Aboriginal and Torres Strait Islander EAL/D learners

3a) Plan teaching and learning using information about:

- EAL/D teaching and learning (See EE1d)
- SAE language demands of the curriculum (See EE 2d)
- Learners' SAE proficiency levels (See 5a)
- EAL/D learners' formative and summative SAE assessment data (See EE 5b).

3b) Implement strategies for teaching Aboriginal and Torres Strait Islander EAL/D learners

3c) Incorporate students' first languages in teaching and learning.

3.5 Use classroom communication effective for EAL/D learners

3.6 Evaluate and improve teaching programs to address EAL/D learner needs

3.7 Engage parents/ carers of EAL/D learners in the educative process

In practice, at Taminmin College this means that:
Standard 3 Plan for and implement effective teaching and learning for EAL/D

- Refer previous spread sheet re planning and pathways
- Personalised EALd pedagogy
- Mainstream EALd practices
- EALD trained teachers at the school, ongoing PD
- This year: Reading focus across the school: Recent emphasis Accelerating Literacy Griffith University developed by Dr Kathy Glasswell and Prof. Parlo Singh
<http://www.accelerating-literacy-learning.edu.au/>
- Resources- selection and development

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Practice

Standard 4. Create and maintain supportive and safe EAL/D learning environments

Create and maintain learning environments that are both culturally and linguistically inclusive of EAL/D learners

EAL/D Standards Elaboration (DRAFT, July 2014)

4.1 Support EAL/D learner participation

4.2 Manage classroom activities involving EAL/D learners

4.3 Manage challenging behaviour involving EAL/D learners

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 4. Create and maintain supportive and safe learning environments for Aboriginal and Torres Strait Islander EAL/D learners

4a) Create a learning environment that supports Aboriginal and Torres Strait Islander EAL/D learners' participation through:

- *organising the teaching and learning environment (e.g. Displaying examples of print)*
- *Responding appropriately to learners (e.g. teacher-student interactions and behaviour management)*
- *Organising student groupings*

4b) Value and respect Aboriginal and Torres Strait Islander students' languages

4.4 Maintain EAL/D learner safety and wellbeing

4.5 Use ICT safely, responsibly and ethically

In practice at Taminmin College this means that:

Standard 4 Create and maintain supportive and safe EAL/D learning environments

- Hyplerlinks
[..\hyperlinks for my presentation\Pictures_safe spaces.docx](#) EALD teacher (LMU) and resource room; AIEW (PKE) and room_Photo
- Supported Classes (CLE: 7A, 8E classes)
- Mainstream classes (Diverse teachers, EALD trained)
- SEC
- ITC
- Family Resource Space; Counsellors: MS and SS; RTC space; all classrooms; all play areas; Canteen area
- REACH: across the school in all areas: classrooms, school yard, canteen, library, school busses_ respect- what does this look, sound, feel look like
- RTC
- Through out schooling- many pathways; no failure
- Harmony Day
- Refer to previous EALD data_grouping sheet

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Practice

Standard 5. Assess, provide feedback and report on EAL/D learning and subject area content learning for EAL/D learners

Use a sound understanding of the language-and-culture demands of set tasks to assess, provide feedback and report on student outcomes for learning, learning content through EAL/D and learning about EAL/D.

EAL/D Standards Elaboration (DRAFT, July 2014)

5.1 Assess EAL/D learning and subject area content learning for EAL/D learners

5.2 Provide feedback to EAL/D learners on their learning

5.3 Make consistent and comparable judgments for EAL/D learners

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 5. Assess, provide feedback and report on SAE learning

5a) Undertake EAL/D language assessment to:

- Determine students' language learning needs
- Determine students' SAE proficiency levels in speaking, listening, reading/viewing and writing
- Monitor students' SAE development (See EE 3a for links to planning)

5b) Consider EAL/D learners' SAE language learning needs when undertaking formative and summative assessment in Learning Areas by:

- Developing marking guides/criteria sheets that include SAE language demands that will be taught through a unit of work (see EE 2d)
- Enabling learners at all levels of SAE proficiency to demonstrate their knowledge in the Learning Areas.
- States and Territories in Australia use various tools for assessing and monitoring EAL/D learners' SAE development

5c) Interpret and use SAE language assessment data (see EE 5a and 5b) to:

- Inform teaching practice
- Monitor, report and feedback on EAL/D learners' SAE development.

5.4 Interpret data on EAL/D learners

5.5 Report on EAL/D learner achievement

In practice Taminmin College this means that:

Standard 5: Assess, provide feedback and report on EAL/d learning and subject content learning for EAL/D learners

- Programs, assessment timelines, assessment task sheets; rubrics
- Assessment procedures for EALDs [Hypelink ..\hyperlinks for my presentaion\EALD Quick one Reporting and Monitoring sem 1 Senior English Faculty Procedures 2013 - Copy.pptx](#)
- Parent teacher nights and phone calls etc
- Other testing- plethora of tests (ACER/ Naplan/Pat_R etc)
- Reports- should remain the major instrument: (authentic/ also validate the lives of teachers and students) Is the student passing? Above, at, below grade level? What can the student do- independently; with what level of support? How are they doing?
- Monitoring data- across time
- Multilingual- translators
- Moderation
- Other ways- when students do not make it through courses- achievement/competency based lists of achievement.

ALIGNING EALD TEACHER FRAMEWORKS, GUIDELINES AND POLICY WITH PRACTICE AT TAMINMIN COLLEGE

Professional Engagement

Standard 6. Engage in professional learning for working effectively with EAL/D students and their families

Use the EAL/D Elaborations of the National Professional Standards for Teachers as the basis for a goal oriented approach to professional learning.

EAL/D Standards Elaboration (DRAFT, July 2014)

6.1 Identify and plan professional learning needs for teaching EAL/D learners

6.2 Engage in professional learning for teaching EAL/D learners and improve practice

6.3 Engage with colleagues and improve EAL/D practice

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 6. Engage in professional learning about teaching Aboriginal and Torres Strait Islander EAL/D learners

6a) *Establish professional learning goals in relation to teaching Aboriginal and Torres Strait Islander EAL/D learners.*

6b) *Engage in professional learning about teaching Aboriginal and Torres Strait Islander EAL/D learners*

6.4 Apply professional learning and improve EAL/D student learning

In practice, procedure and policy at Taminmin College this means that:

Standard 6 Engage in professional learning for working effectively with EAL/D students and their families

- EALD specialist role- [hyperlink](#)
[..\hyperlinks for my presentation\Intro EALd to teachers EALd 3min 2013final pp - Copy.pptx](#) annual beginning of the year orientate teachers to EALD resources and responsibilities; also throughout the year, during curriculum planning; at faculty meetings, briefings, monitoring meetings and dialogue etc
- AEIW
- Management
- Interpreters
- Department: new professional learning for teachers refer: [Next page: Learning links \(Gayle Raymond\)](#)

Professional Learning for Teachers

Teaching English as a Second Language is a new professional learning course available for education leaders to use with their staff. This course is also able to be completed by individual teachers in their own time. This course gives teachers a strong foundation of knowledge of the ESL field, enabling them to better understand how ESL students learn. It is suitable for teachers in all ESL contexts: remote Indigenous ESL contexts, ESL in mainstream classes and Intensive English classes for new arrivals.

Teaching English as a Second Language (ESL) Professional Learning consists of five Parts, and each part takes approximately 1.5 hours to complete.

The presentations are in PowerPoint form and have accompanying Facilitator Notes, Worksheets and Hand Outs for downloading of all documents used in the course.

The Introduction and the five parts of the course:

Part 1 – ESL in the Northern Territory

Part 2 – Language and culture

Part 3 – English language learning

Part 4 – A guided tour through the NT and national ESL resources

Part 5 – ESL methodologies, teaching models and strategies



<http://ed.ntschoools.net/ll/teach/esl/Pages/home.aspx>

Contact the English as a Second Language Consultant, Gayle Raymond at learninglinks.det@nt.gov.au

**ALIGNING EALD TEACHER FRAMEWORKS,
GUIDELINES AND POLICY WITH PRACTICE AT
TAMINMIN COLLEGE**

Professional Engagement

Standard 7. Engage professionally with colleagues, parents/ carers and the community regarding cultural and linguistic diversity

Use intercultural understandings and skills to develop respectful and reciprocal relationships

EAL/D Standards Elaboration (DRAFT, July 2014)

7.1 Meet professional ethics and responsibilities regarding cultural and linguistic diversity

7.2 Comply with legislative, administrative and organisational requirements regarding cultural and linguistic diversity

7.3 Engage with the parents/ carers of EAL/D learners

Capability Framework Teaching Aboriginal and Torres Strait Islanders EAL/D learners

Capability 7. Engage in respectful and reciprocal cross-cultural relationships

7a) Develop respectful, reciprocal cross-cultural relationships with students, colleagues, families and community that support the teaching of Aboriginal and Torres Strait Islander EAL/D learners.

7b) Operate respectfully within cultural protocols.

7.4 Engage with professional teaching networks and broader communities concerned with cultural and linguistic diversity

In practice at Taminmin College this means that:
Standard 7 Engage professionally with colleagues, parent/ carers and the community regarding cultural and linguistic diversity

- EALD- as previously stated: orientations, PD's AEIW
- Ethics, protocols, comply with legislation
- Parent Teacher nights
- Respectful, reciprocal relationships with Traditional owners and other families eg. Harmony Day: 4 years now; Welcome to country and other ceremonial and cultural practices e.g. Smoking ceremony, traditional edible garden
- Many ways for community participation e.g. Graduations and other school functions
- Anti harassment and anti bullying
- REACH
- Professional Associations: ATESOL (NT)

SO TO CONCLUDE

Servicing the multi-dimensional learning needs for our students is a dynamic and challenging process:

- 1. Adapt policy and use the new standards: know our students, parents and care givers, build and maintain excellent relationships is a time consuming but critical to success.
- 2. Personalise and differentiate EALD practice using the mechanisms of Australian Curriculum; good teaching and learning practices that connect student's life experiences to new knowledge and skills; create multiple pathways to success.
- 3. A communicative team effort and resources- timetabling, texts and people on the ground.

Remember K. Sceney's words and make them live on by trying and put them into practice, particularly in hard times:

"I'm always for extra assistance for ALL EALDs when and where they need it."



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Thankyou very much

I welcome continued dialogue about this paper... and willing to send any links to you via email.

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