ACTA
AUSTRALIAN COUNCIL OF TESOL ASSOCIATIONS

Australian Council of TESOL Associations (ACTA)
May, 2015

Short version

EAL/D

Elaborations of the Australian Professional Standards for Teachers

For use when working with learners of English as an Additional Language or Dialect (EAL/D)

Australian Council of TESOL Associations (ACTA)
May, 2015

The Australian Council of TESOL Associations Inc. (ACTA) is the national professional body representing teachers of English as an Additional Language or Dialect (EAL/D). As such, it has prepared these EAL/D Elaborations of the Australian Professional Standards for Teachers by adding detail, illustration, and guidance in all Focus Areas and all career stages.

This document and a full version of the EAL/D Elaborations, as well as a two-page overview, are available at:
http://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.

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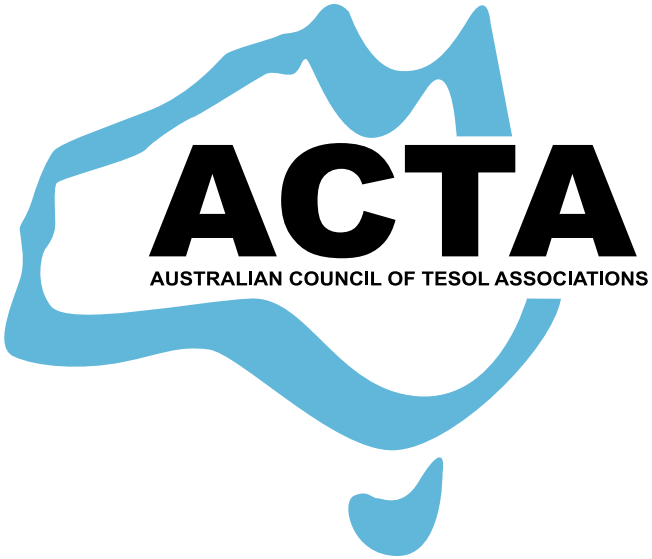
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EAL/D Elaborations of the Australian Professional Standards for Teachers: Overview

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

The full version provides more detailed guidance for each Focus Area, and is essential guidance for fully achieving the Standards when working with EAL/D students.

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

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
- 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.indigenousportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf

STANDARD 1 - Know students and how they learn

EAL/D Elaboration: 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.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.1	Physical, social and intellectual development and characteristics of students	*Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.*	*Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.*	*Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.*	*Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding that EAL/D learners are in the process of developing proficiency for both social and academic purposes and that their social and intellectual development may not be accurately represented through EAL/D.**	**Use teaching strategies that recognise students' EAL/D proficiency and their social and academic needs at their Year Level.** Recognise the social and academic purposes for which learners need EAL/D at different ages.	**Select flexible and effective EAL/D teaching strategies from a repertoire which addresses specific learner characteristics, and support colleagues to extend their repertoire of strategies responsive to EAL/D learner needs.**	**Work with EAL/D specialists and intercultural officers to collect data on EAL/D learners and use it with teachers to extend their repertoire of teaching strategies that improve students' learning and wellbeing.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.2	Understand how students learn	*Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.*	*Structure teaching programs using research and collegial advice about how students learn.*	*Expand understanding of how students learn using research and workplace knowledge.*	*Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate basic understanding of research into how learners concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.**	**Structure teaching programs using EAL/D specialist advice and resources for learners who concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.**	**Apply and articulate to colleagues a deep understanding of EAL/D Learning Progressions and of current research into how learners concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.**	**Use recognised EAL/D Learning Progressions to lead schoolwide processes that evaluate and improve EAL/D learners' linguistic and cultural access to the curriculum.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	*Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.*	*Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.*	*Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.*	*Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate knowledge of inclusive teaching strategies that respond to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism.**	**Design and implement inclusive teaching practices responsive to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism, with support from EAL/D specialists and intercultural officers.**	**Enact inclusive practices responsive to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism, and support colleagues to develop and implement such practices.**	**Evaluate and improve inclusivity of wholeschool strategies for EAL/D learning provision adopting principles of multilingualism, reconciliation and anti-racism, and drawing on student, expert and community knowledge.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students	*Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.*	*Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.*	*Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.*	*Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Taking account of the local context, and building on students' learning strengths, implement practices informed by all Graduate indicators in the EAL/D Elaborations and refer to the Capability Framework as relevant.**	**Taking account of the local context, and building on students' learning strengths, implement practices informed by all Proficient indicators in the EAL/D Elaborations and refer to the Capability Framework as relevant.**	**Taking account of the local context, support colleagues to build on students' learning strengths and implement practices informed by all Highly Accomplished indicators in the EAL/D Elaborations and refer to the Capability Framework as relevant.**	**Evaluate school learning provisions and develop teaching programs that build on students' learning strengths and implement practices informed by indicators in the EAL/D Elaborations, and draw on input from community representatives, referring to the Capability Framework as relevant.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities	*Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.*	*Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.*	*Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.*	*Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding of how to scaffold students' learning at different levels of EAL/D proficiency and stages of schooling and how to use resources, including intercultural officers and families, to support this.**	**Scaffold student learning of the language-and-culture demands of curriculum areas, recognising the increasing complexity of academic language across the Year Levels, and drawing on EAL/D resources.**	**Use EAL/D assessment data and linguistic and cultural analysis students' EAL/D learning, evaluate learning and teaching programs, and model this for colleagues across all curriculum areas.**	**Lead colleagues in evaluating and strengthening whole-school practices for scaffolding teaching for EAL/D learners, drawing on EAL/D knowledge sources.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.6	Strategies to support full participation of students with disability	*Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.*	*Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.*	*Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.*	*Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate understanding that EAL/D learning needs differ from speech, language impairment and other learning needs, and that EAL/D learners with disability have language learning needs distinct from their disability needs.	**Design and implement teaching activities distinguishing EAL/D learning needs from disability, by addressing relevant policy legislative requirements to support the participation of EAL/D learners with disability.**	**Support the participation of EAL/D learners with disability, addressing relevant policy legislative requirements, and provide specialist knowledge to colleagues on distinguishing EAL/D learning needs from disability and recognising likely EAL/D learning progressions.**	**Lead the review of school policies and practices to ensure the engagement and full participation of EAL/D learners with disability, distinguishing EAL/D learning needs from disability and recognising likely EAL/D learning progressions.**

STANDARD 2 - Know the content and how to teach it

EAL/D Elaboration: 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.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.1	Content and teaching strategies of the teaching area	*Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.*	*Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.*	*Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.*	*Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding that each curriculum area has particular language-and-culture demands, including types of texts, grammar and vocabulary, which become more complex over the years, and need to be explicitly taught.**	**Address the specific language-and-culture demands of each curriculum area, including types of texts, grammar and vocabulary, recognising that they become more complex over the years.**	**Apply deep knowledge and understanding of the features of Standard Australian English and the language-and-culture demands of curriculum areas, and articulate these for colleagues, with guidance for teaching.**	**Lead initiatives that deepen teachers' knowledge of the language-and-culture demands of curriculum areas, drawing on EAL/D knowledge sources.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.2	Content selection and organisation	*Organise content into an effective learning and teaching sequence.*	*Organise content into coherent, well-sequenced learning and teaching programs.*	*Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.*	*Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Select and organise content to address EAL/D learners' identified content and language needs within curriculum areas.**	**Select and organise content and experiential activities to address EAL/D learners' identified content and language needs within curriculum areas.**	**Deliver targeted EAL/D learning and teaching programs, drawing on recognised theories of language learning and teaching, and support colleagues to address EAL/D learners' identified content and language needs within curriculum areas.**	**Initiate professional learning that addresses content selection and sequencing to address EAL/D learners' identified content and language needs within curriculum areas, drawing on EAL/D knowledge sources.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.3	Curriculum, assessment and reporting	*Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.*	*Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.*	*Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.*	*Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding that addressing EAL/D learners' language and knowledge needs supports their achievement of curriculum requirements, and that EAL/D learning progressions should be used to inform teaching and learning.**	**Address the knowledge and language needs of EAL/D learners through the design of learning sequences and lesson plans informed by EAL/D learning progressions in collaboration with EAL/D specialists and intercultural officers.**	**Use EAL/D curriculum resources and assessment data to plan and implement targeted EAL/D learning and teaching programs and support colleagues to take account of typical EAL/D learning progressions in their planning.**	**Initiate professional learning to develop understanding of EAL/D learning progressions and their implications for learning, teaching, assessment and reporting.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	*Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*	*Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*	*Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*	*Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate awareness of how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.	**Respond appropriately to how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.**	**Support colleagues to respond appropriately to how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.**	**Lead initiatives to assist colleagues to respond appropriately to how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.5	Literacy and numeracy strategies	*Know and understand literacy and numeracy teaching strategies and their application in teaching areas.*	*Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.*	*Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.*	*Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding that EAL/D literacy and numeracy development needs to be responsive to levels of literacy and numeracy in both the home language or dialect and Standard Australian English.**	**Use teaching strategies that respond to EAL/D learners' levels of literacy and numeracy in both the home language or dialect and Standard Australian English, drawing on EAL/D knowledge sources.**	**Apply deep understanding of the language-and-culture demands of developing literacy and numeracy in Standard Australian English, and support colleagues to explicitly teach these alongside literacy and numeracy concepts.**	**Monitor and evaluate the implementation of explicit teaching strategies responsive to EAL/D learners' diverse levels of literacy and numeracy in both the home language or dialect and Standard Australian English.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.6	Information and Communication Technology (ICT)	*Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.*	*Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.*	*Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.*	*Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate understanding that the use of ICT provides visual and auditory support for EAL/D learning and content but also makes language-and-culture demands on EAL/D learners.	**Use ICT to provide visual and auditory support for both content learning and EAL/D learning, and respond to the language-and-culture demands made by the use of ICT.**	**Model the use of ICT for EAL/D and content learning and articulate for colleagues the language-and-culture demands of using ICT in particular curriculum areas.**	**Lead and support colleagues to respond to language-and-culture demands in their use of ICT and collaborate with EAL/D specialists and intercultural officers to facilitate its use across curriculum areas to support EAL/D learners.**

STANDARD 3 - Plan for and implement effective teaching and learning

EAL/D Elaboration: 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.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.1	Establish challenging learning goals	*Set learning goals that provide achievable challenges for students of varying abilities and characteristics.*	*Set explicit, challenging and achievable learning goals for all students.*	*Develop a culture of high expectations for all students by modelling and setting challenging learning goals.*	*Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding of the need to access EAL/D learner data to set explicit, achievable and challenging content and language learning goals, recognising EAL/D learners' varying proficiencies in EAL/D and familiarity with Australian education.**	**Drawing on EAL/D learner data, set explicit, challenging and achievable learning goals both for content and Standard Australian English, recognising EAL/D learners' varying proficiencies in EAL/D and in familiarity with Australian education.**	**Set explicit, challenging and achievable content and language learning goals in EAL/D programs, and support colleagues to set learning goals across the curriculum that are responsive to EAL/D learner data, noting differences in EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.**	**Lead colleagues in accessing EAL/D learner data to establish appropriately challenging content and language learning goals, informed by students' EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.2	Plan, structure and sequence learning programs	*Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.*	*Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.*	*Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.*	*Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Plan lesson sequences responsive to students' EAL/D proficiency and cultural understandings and those demanded by the curriculum, drawing on EAL/D knowledge sources.	**Plan and implement learning and teaching programs that engage EAL/D learners and scaffold EAL/D language-and-culture learning towards curriculum achievement by drawing on EAL/D knowledge sources and analysis of the language-and-culture demands of Year Level curriculum.**	**Plan, implement and evaluate effective EAL/D learning and teaching programs and guide colleagues to be responsive in their programming to EAL/D learner characteristics and the language-and-culture demands of Year Level curriculum.**	**Lead colleagues to review and improve their capacity to evaluate, plan, structure and sequence learning and teaching programs so that they respond to EAL/D learner characteristics.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.3	Use teaching strategies	*Include a range of teaching strategies.*	*Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.*	*Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.*	*Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate awareness of teacher strategies that address the language-and-culture needs of EAL/D learners in different curriculum areas.**	**Use effective EAL/D teaching strategies that address the language-and-culture demands of problem solving and critical and creative thinking, drawing on EAL/D knowledge sources.**	**Address the language-and-culture demands of problem solving and critical and creative thinking in an EAL/D program and support colleagues to do this in other curriculum areas.**	**Work with EAL/D specialists and intercultural officers to review and expand teachers' repertoire of EAL/D teaching strategies to support problem solving and develop critical and creative thinking across curriculum areas.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.4	Select and use resources	*Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.*	*Select and/or create and use a range of resources, including ICT, to engage students in their learning.*	*Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.*	*Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Identify resources that address the knowledge needs of EAL/D learners, recognising the importance of scaffolding learning when using resources, and drawing on EAL/D knowledge sources to identify language-and-culture demands of resources.**	**Select resources that address the knowledge needs of EAL/D learners, scaffold learning when using resources, and draw on EAL/D knowledge sources to identify the language-and-culture demands of resources so that EAL/D learners may readily access the curriculum.**	**Articulate and demonstrate criteria for the effective selection, creation and use of resources that support EAL/D learners to access the curriculum, and guide colleagues in these processes including the identification of the language-and-culture demands of resources.**	**Work with EAL/D knowledge sources in selecting, creating and evaluating resources in terms of supporting EAL/D learners to access the curriculum.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.5	Use effective classroom communication	*Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.*	*Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.*	*Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.*	*Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate awareness of communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures, recognising the need for concrete and visual support to achieve student understanding.	**Use communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures, providing concrete and visual support to achieve student understanding and curriculum achievement.**	**Model to colleagues and explain communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures, demonstrating concrete and visual support for student understanding and achievement.**	**Initiate professional learning programs on communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures and that support curriculum achievement, drawing on EAL/D knowledge sources.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.6	Evaluate and improve teaching programs	*Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.*	*Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.*	*Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.*	*Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate knowledge of criteria to evaluate the cultural inclusivity and effectiveness of learning and teaching programs offered to EAL/D learners.	**Evaluate own teaching in terms of cultural inclusivity and effectiveness for EAL/D learners, using student assessments and feedback from students, EAL/D specialists, intercultural officers, and parents/carers.**	**Work with colleagues to evaluate learning and teaching programs using evidence from EAL/D learning progressions, knowledge of EAL/D learners, and feedback from students, intercultural officers and parents/carers.**	**Conduct regular reviews of teaching and learning programs in relation to EAL/D learner characteristics, achievement and wellbeing, using evidence from EAL/D learning progressions and feedback from EAL/D specialists, intercultural officers, parents/carers and students.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.7	Engage parents/ carers in the educative process	*Describe a broad range of strategies for involving parents/ carers in the educative process.*	*Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.*	*Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.*	*Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Describe concerns and strategies for involving EAL/D parents/carers and associated community members in the educative process, drawing on the support of intercultural officers and EAL/D specialists.	**Plan opportunities for EAL/D parents/carers and community members to be involved in the educative process, drawing on the support of intercultural officers and EAL/D specialists.**	**Work with colleagues and intercultural officers to include EAL/D learners' families and communities as a resource for classroom activity, as well as involving them in their children's learning.**	**Review and strengthen inclusive and contextually relevant programs involving EAL/D parents/carers and community members in the education of their children and in broader school priorities and activities.**

STANDARD 4 - Create and maintain supportive and safe learning environments

EAL/D Elaboration: Create and maintain learning environments that are culturally and linguistically inclusive of EAL/D learners, and supportive of their learning needs.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.1	Support student participation	*Identify strategies to support inclusive student participation and engagement in classroom activities.*	*Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.*	*Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.*	*Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Identify culturally and linguistically inclusive strategies that support EAL/D learners to participate in classroom activities, including respect for languages and knowledges that EAL/D students bring.**	**Use culturally and linguistically inclusive strategies that support EAL/D learners to participate in learning environments, showing respect for languages and knowledges that EAL/D students bring.**	**Support colleagues to implement culturally and linguistically inclusive strategies and model scaffolding of learning that facilitates the participation of EAL/D learners both in classroom activity and in the wider school community.**	**Lead the professional learning of colleagues to enable optimal student participation through culturally and linguistically inclusive strategies and evaluate the participation of EAL/D learners in the school community.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.2	Manage classroom activities	*Demonstrate the capacity to organise classroom activities and provide clear directions.*	*Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.*	*Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.*	*Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate some understanding of the additional challenges facing EAL/D learners at different stages/ levels of achievement when engaging in classroom activities.	**Respond to the additional challenges facing EAL/D learners at different stages/ levels of achievement and in different types of learning tasks.**	**Model and share with colleagues productive responses to the additional challenges facing EAL/D learners at different stages/ levels of achievement and in different types of learning tasks.**	**Initiate strategies and lead colleagues to implement effective classroom management for students of different cultures and EAL/D proficiencies, and promote responsibility for learning.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.3	Manage challenging behaviour	*Demonstrate knowledge of practical approaches to manage challenging behaviour.*	*Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.*	*Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.*	*Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate knowledge of practical approaches to managing challenging behaviour with sensitivity to possible EAL/D-related factors.	**Manage challenging behaviour with sensitivity to possible EAL/D-related factors.**	**Develop, use and share with colleagues a flexible repertoire of behaviour management strategies that are responsive to EAL/D-related factors.**	**Lead and implement interculturally responsive behaviour management initiatives that respectfully educate and inform EAL/D learners and their parents/carers about expected behaviours in Australian schools.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.4	Maintain student safety	*Describe strategies that support students' well-being and safety working within school and/or system curriculum and legislative requirements.*	*Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.*	*Initiate and take responsibility for implementing current school and/or system curriculum and legislative requirements to ensure student well-being and safety.*	*Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Describe strategies that support a culturally and linguistically inclusive environment and promote EAL/D students' wellbeing and safety.	**Use strategies that support a culturally inclusive environment and promote EAL/D students' wellbeing and safety.**	**Ensure EAL/D students' wellbeing and safety by implementing anti-racism, anti-discrimination and human rights laws.**	**Evaluate the effectiveness of student wellbeing policies in terms of anti-racism, anti-discrimination and human rights laws, and assist colleagues to update their practices in light of such policies.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.5	Use ICT safely, responsibly and ethically	*Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.*	*Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.*	*Model, and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.*	*Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate an understanding of EAL/D and intercultural issues in using ICT.	**Incorporate strategies that respond to EAL/D and intercultural issues in using ICT.**	**Model, and support colleagues to develop, strategies that respond to EAL/D and intercultural issues in using ICT.**	**Establish and implement policies to ensure the inclusion of strategies that respond to EAL/D and intercultural issues in using ICT.**

STANDARD 5 - Assess, provide feedback and report on student learning

EAL/D Elaboration: Assess, provide feedback and report on student outcomes for learning EAL/D and for learning subject area content through EAL/D, using 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.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.1	Assess student learning	*Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.*	*Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.*	*Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.*	*Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate understanding of the language-and-culture demands of assessment tasks and the relationship between EAL/D proficiency and subject area content learning.**	**Develop, select and use assessment strategies that take account of the language-and-culture demands for EAL/D learners in comprehending and responding to subject area assessment tasks.**	**Support colleagues to identify students needing targeted EAL/D support, and develop, select and use assessment strategies that identify the language-and-culture demands for EAL/D learners and scaffold their comprehension of and responses to assessment tasks.**	**Collaborate with EAL/D specialists to evaluate school assessment policies and practices in the light of EAL/D learner needs, EAL/D assessment documents and the allocation of targeted EAL/D support.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.2	Provide feedback to students on their learning	*Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.*	*Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.*	*Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.*	*Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate understanding that feedback must be sensitive to students' EAL/D proficiency and the language-and-culture demands of the task.	**Work with an EAL/D specialist to analyse the language-and-culture demands of tasks to provide feedback that is linked to learning goals that are sensitive to students' EAL/D proficiency and intercultural competence.**	**Support colleagues to analyse the language-and-culture demands of tasks at whole text, grammar and word level, and provide feedback that is linked to learning goals sensitive to students' EAL/D proficiency and intercultural competence.**	**Collaborate with EAL/D specialists and intercultural officers to support colleagues to analyse the language-and-culture demands of tasks and to develop sensitivity to students' EAL/D proficiency and intercultural competence.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.3	Make consistent and comparable judgements	*Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.*	*Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.*	*Organise assessment moderation activities that support consistent and comparable judgements of student learning.*	*Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Demonstrate familiarity with moderation through EAL/D annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.**	**Understand and participate in moderation of EAL/D assessments, working with EAL/D specialists and using EAL/D annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.**	**Guide moderation of EAL/D assessments, supporting colleagues to use EAL/D annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.**	**Support and evaluate moderation activities, working with EAL/D specialists and using annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.4	Interpret student data	*Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.*	*Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.*	*Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.*	*Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate understanding that responses to assessment tasks provide information about both content learning and EAL/D proficiency, and can be used to evaluate learning and modify teaching practices.	**Collaborate with EAL/D specialists to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and modify teaching practices accordingly.**	**Support colleagues to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and to modify teaching practices accordingly**	**Collaborate with EAL/D specialists to facilitate all teachers' understanding of EAL/D assessment data and data history, and its implications for teaching practice.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.5	Report on student achievement	*Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.*	*Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.*	*Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.*	*Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Connect with EAL/D specialists and intercultural officers to learn about ways of appropriately reporting to parents/carers of EAL/D learners.	**Collaborate with EAL/D specialists and intercultural officers to report clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.**	**Work with intercultural officers to develop guidelines for reporting clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.**	**Collaborate with EAL/D specialists and intercultural officers to evaluate and revise EAL/D reporting mechanisms in the school to meet the needs of students, teachers, parents/carers, educational systems and other schools.**

STANDARD 6 - Engage in professional learning

EAL/D Elaboration: 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.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.1	Identify and plan professional learning needs	*Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.*	*Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.*	*Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.*	*Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Understand the role of the EAL/D Elaborations of the National Professional Standards for Teachers for identifying the professional learning needed to effectively support EAL/D learners.**	**Use the EAL/D Elaborations of the National Professional Standards for Teachers and advice from EAL/D specialists to plan the professional learning needed to effectively support EAL/D learners.**	**Analyse the EAL/D Elaborations of the National Professional Standards for Teachers to plan personal professional development goals, and to support colleagues to identify and achieve the goals needed to effectively support EAL/D learners.**	**Analyse the EAL/D Elaborations of the National Professional Standards for Teachers to plan personal professional development goals, and to support colleagues to identify and achieve the goals needed to effectively support EAL/D learners.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.2	Engage in professional learning and improve practice	*Understand the relevant and appropriate sources of professional learning for teachers.*	*Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.*	*Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.*	*Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Become aware of the relevant sources of professional learning to improve practice in working with EAL/D learners, accessing school-based EAL/D specialists and intercultural officers.**	**Participate in professional learning to develop EAL/D knowledge and practice targeted to personally identified professional needs.**	**Engage in high quality EAL/D professional learning and initiate EAL/D professional learning for colleagues that is targeted to their identified needs.**	**Collaborate with EAL/D specialists to provide and evaluate professional learning targeted to identified needs for working effectively with EAL/D students and their families.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.3	Engage with colleagues and improve practice	*Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.*	*Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.*	*Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.*	*Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Access a range of EAL/D knowledge sources for feedback to improve professional knowledge and practice in supporting EAL/D learners.	**Engage with EAL/D knowledge sources to improve professional knowledge and practice in supporting EAL/D learners.**	**Initiate and engage in professional discussions with colleagues to evaluate and improve EAL/D professional knowledge and practice, and the educational outcomes of EAL/D learners.**	**Support professional dialogue in a range of forums to improve EAL/D professional knowledge and practice, and the educational outcomes of EAL/D learners.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.4	Apply professional learning and improve student learning	*Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.*	*Undertake professional learning programs designed to address identified student learning needs.*	*Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.*	*Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Demonstrate an understanding of the rationale for EAL/D professional learning and the implications for improved social and academic outcomes for individual EAL/D learners.	**Undertake professional learning that responds to the multiple factors that may affect individual EAL/D learners, and apply it to address the combination of their needs.**	**Evaluate the effectiveness of teacher professional learning activities in light of the multiple factors that may affect individual EAL/D learners (Standard 1.1), and engage colleagues in such evaluation.**	**Advocate for professional learning on the multiple factors that may affect EAL/D students' learning, and on how to address them and improve social and academic outcomes.**

STANDARD 7 - Engage professionally with colleagues, parents/carers and the community

EAL/D Elaboration: Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
7.1	Meet professional ethics and responsibilities	*Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.*	*Meet codes of ethics and conduct established by regulatory authorities, systems and schools.*	*Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.*	*Model exemplary ethical behaviour and exercise informed judgements I all professional dealings with students, colleagues and the community.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Understand and apply principles of cultural and linguistic inclusivity, developing appreciation for respect and reciprocity in intercultural relationships.	**Establish consistent practices of cultural and linguistic inclusivity, actively developing respect and reciprocity in intercultural relationships.**	**Model high ethical standards related to cultural and linguistic inclusivity, and support colleagues to develop respect and reciprocity in intercultural relationships.**	**Advocate for high ethical standards related to cultural and linguistic inclusivity, and for practices of respect and reciprocity in intercultural relationships.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
7.2	Comply with legislative, administrative and organisational requirements	*Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.*	*Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.*	*Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.*	*Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.*
	Elaboration for teachers and leaders working with EAL/D learners				
	Please refer to Resources on page 32	**Understand the administrative and organisational requirements for working with EAL/D students and their families.**	**Understand and comply with administrative and organisational requirements for working with EAL/D students and their families.**	**Support colleagues to review and interpret administrative and organisational requirements for working with EAL/D students and their families.**	**Initiate, develop and implement relevant administrative and organisational requirements for working with EAL/D students and their families.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
7.3	Engage with parents/carers	*Understand strategies for working effectively, sensitively and confidentially with parents/carers.*	*Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.*	*Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.*	*Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Understand the opportunities and strategies for engaging with EAL/D parents/carers with respect and reciprocity regarding their children's learning and wellbeing.	**Establish and maintain respectful collaborative engagement with EAL/D parents/carers regarding their children's learning and wellbeing.**	**Model respectful reciprocal engagement with EAL/D parents/carers, regarding their children's learning and wellbeing, and the educational priorities of the school.**	**Collaborate with EAL/D specialists and intercultural officers to identify, initiate and build on opportunities that engage EAL/D parents/carers in both the progress of their children's learning and the educational priorities of the school.**

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
7.4	Engage with professional teaching networks and broader communities	*Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.*	*Participate in professional and community networks and forums to broaden knowledge and improve practice.*	*Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.*	*Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.*
	Elaboration for teachers and leaders working with EAL/D learners				
		Understand the role of EAL/D teacher networks and external professionals in supporting EAL/D education and teacher practice.	**Participate in EAL/D teacher networks and engage with external EAL/D professionals to broaden knowledge and improve practice.**	**Contribute to EAL/D professional networks, build productive links with EAL/D communities, and provide colleagues with information about EAL/D networks and community links and events.**	**Encourage and support staff participation in EAL/D networks and external learning opportunities, as well as community events that foster intercultural understanding.**

Resources

1.1 Australian Curriculum: **Who are EAL/D students?**
www.australiancurriculum.edu.au/studentdiversity/who-are-eal-d-students

1.1 Australian Curriculum: **EAL/D Teacher Resource – Overview and Advice**
www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf

1.2 Australian Curriculum: **EAL/D Teacher Resource – Overview and Advice**
www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf

1.2 Australian Curriculum: **EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10**
www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

1.2 Australian Curriculum **EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression**
www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

1.3 Australian Curriculum: **EAL/D Teacher Resource – Overview and Advice**
www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf Advice for teachers of EAL/D students (pp. 12-27)

1.3 Australian Curriculum: **EAL/D Teacher Resource – EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)** Listed at:
www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource

1.4 Capability Framework: T**eaching Aboriginal and Torres Strait Islander EAL/D learners**
www.indigenousportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf

1.5 Australian Curriculum: **Personalised learning for EAL/D**
www.australiancurriculum.edu.au/studentdiversity/eal-d-personalised-learning

1.5 Australian Curriculum: **General capabilities and cross-curriculum priorities with EAL/D**
www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities

2.1 State and Territory EAL/D curriculum documents

2.2 Australian Curriculum: **EAL/D Teacher Resource – EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)** Listed at:
www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource

2.3 Australian Curriculum: E**AL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10**
www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

2.3 Australian Curriculum **EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression**
www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

2.5 Australian Curriculum: **General capabilities and cross-curriculum priorities with EAL/D**
www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities

2.5 Australian Curriculum: **EAL/D Teacher Resource – Overview and Advice**
www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf Advice for teachers of EAL/D students (pp. 12-27)

3.1 Australian Curriculum: **EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10**
www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

3.1 Australian Curriculum EAL/D Teacher Resource – **Student illustrations of the EAL/D Learning Progression**
www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

3.3 Australian Curriculum: EAL/D Teacher Resource – **EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)** Listed at:
www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource

3.4 State and Territory EAL/D learning and teaching resources

4.1 Australian Curriculum: **EAL/D Teacher Resource – Overview and Advice**
www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf

4.1 Capability Framework: **Teaching Aboriginal and Torres Strait Islander EAL/D learners**
www.indigenousportal.eq.edu.au/SiteCollectionDocuments/eald-capability-framework.pdf

5.1 Australian Curriculum EAL/D Teacher Resource – **EAL/D Learning Progression: Foundation to Year 10**
www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

5.1 Australian Curriculum EAL/D Teacher Resource – **Student illustrations of the EAL/D Learning Progression**
www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

5.3 Australian Curriculum: EAL/D Teacher Resource – **EAL/D Learning Progression: Foundation to Year 10**
www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

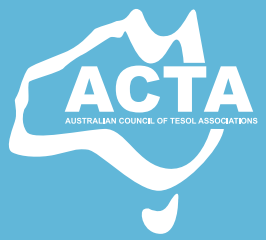
5.3 Australian Curriculum EAL/D Teacher Resource – **Student illustrations of the EAL/D Learning Progression**
www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

6.1 EAL/D Elaborations:
www.tesol.org.au/resources

6.2 **Australian Council of TESOL Associations**
www.tesol.org.au/

7.2 Australian Council of TESOL Associations
www.tesol.org.au/

Download the full version of the EAL/D Elaborations at: www.tesol.org.au/resources



Australian Council of TESOL Associations (ACTA)
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