

Full 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

## 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 two-page overview are available at:**

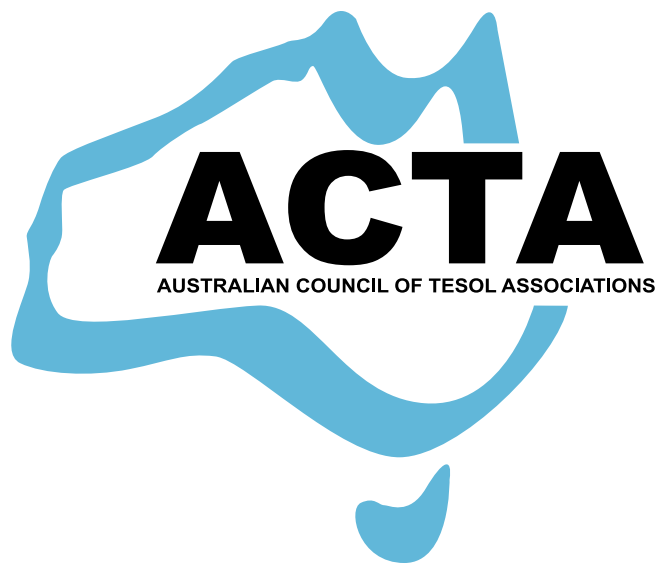
<http://tesol.org.au/RESOURCES/>

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



# Content

<b>EAL/D Elaborations of the Australian Professional Standards for Teachers: Overview</b>	<b>3</b>
<b>STANDARD 1:</b> Know students and how they learn	<b>5</b>
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.	
<b>STANDARD 2:</b> Know the content and how to teach it	<b>12</b>
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.	
<b>STANDARD 3:</b> Plan for and implement effective teaching and learning	<b>19</b>
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.	
<b>STANDARD 4:</b> Create and maintain supportive and safe learning environments	<b>27</b>
EAL/D Elaboration: Create and maintain learning environments that are culturally and linguistically inclusive of EAL/D learners, and supportive of their learning needs.	
<b>STANDARD 5:</b> Assess, provide feedback and report on student learning	<b>33</b>
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.	
<b>STANDARD 6:</b> Engage in professional learning	<b>39</b>
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.	
<b>STANDARD 7:</b> Engage professionally with colleagues, parents/carers and the community	<b>44</b>
EAL/D Elaboration: Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.	





# 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.

Australian Professional Standards for Teachers		Elaboration for teachers and leaders working with EAL/D learners
Professional Knowledge	Know students and how they learn	Know, have empathy for and be responsive to the diverse linguistic, cultural and socio-historical characteristics of EAL/D learners. Understand the nature of EAL/D learning and its relationship to culture, wellbeing and access to the Australian curriculum.
	Know the content and how to teach it	Understand the features of Standard Australian English, the language-and-culture demands of curriculum and community, and how to teach these as EAL/D content whether as an integrated part of mainstream teaching or as the focus of EAL/D classes.
Professional Practice	Plan for and implement effective teaching and learning	Plan for and implement effective teaching and learning for EAL/D learners, taking account of language-and-culture demands in curriculum and also of data on students' EAL/D learning progression.
	Create and maintain supportive and safe learning environments	Create and maintain learning environments that are both culturally and linguistically inclusive of EAL/D learners and supportive of their learning needs.
	Assess, provide feedback and report on student learning	Assess, provide feedback and report on student outcomes for learning EAL/D and for learning subject area content through EAL/D. Use linguistically and culturally accessible assessment practices and a sound understanding of EAL/D learning progressions and of the language-and-culture demands of set tasks.
Professional Engagement	Engage in professional learning	Use the full version of the EAL/D Elaborations of the Australian Professional Standards for Teachers to plan and implement professional learning for working effectively with EAL/D learners and their families.
	Engage professionally with colleagues, parents/carers and the community	Use intercultural understandings and skills to develop respectful and reciprocal relationships that acknowledge cultural and linguistic diversity.

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

## Design of the Elaborations

The EAL/D Elaborations have drawn on:

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



## 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	<b>Physical, social and intellectual development and characteristics of students</b>	<i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</i>	<i>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</i>	<i>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: <b>Who are EAL/D students?</b>  <a href="http://www.australiancurriculum.edu.au/studentdiversity/who-are-eal-d-students">www.australiancurriculum.edu.au/studentdiversity/who-are-eal-d-students</a></p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – Overview and Advice</b>  <a href="http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf">www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a></p>	<p><b>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.</b></p> <p>Demonstrate knowledge of the diverse social and intellectual characteristics of EAL/D learners in terms of</p> <ul style="list-style-type: none"> <li>– age, prior schooling and possible interruptions, EAL/D proficiency, home language(s) or dialect(s), heritage cultures and beliefs – migrant or refugee (first or later generations), temporary resident, Aboriginal or Torres Strait Islander</li> <li>– trauma associated with, for example, racism, warfare and dislocation</li> <li>– stage in developing a sense of belonging in the school environment.</li> </ul> <p>Base teaching strategies on understanding of how characteristics of EAL/D learners may affect their capacity for learning and wellbeing.</p>	<p><b>Use teaching strategies that recognise students' EAL/D proficiency and their social and academic needs at their Year Level.</b></p> <p>Recognise the social and academic purposes for which learners need EAL/D at different ages.</p> <p>Be aware that some EAL/D learners may not have the concept knowledge expected of their age, due to interruptions to schooling.</p> <p>Obtain information on characteristics of EAL/D learners through sources such as systems data, learners and their families, EAL/D specialists, intercultural consultants, other teachers and community members.</p> <p>Note the complexities of EAL/D learners' sometimes conflicting identities and cultural alliances.</p> <p>Base teaching strategies on understanding of how characteristics of EAL/D learners may affect their capacity to achieve learning and wellbeing.</p>	<p><b>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.</b></p> <p>Demonstrate and articulate high-level knowledge regarding the developmental purposes for which learners need EAL/D, the characteristics of EAL/D learners, sources of information about them, and how they may affect students' capacity to achieve learning and wellbeing.</p> <p>Support and mentor colleagues in recognising, understanding and empathising with the characteristics of EAL/D learners, understanding the complexities of their sometimes conflicting identities and cultural alliances, and appreciating the implications for learning and teaching EAL/D, notably the necessity for explicit teaching, intercultural skills and EAL/D teaching strategies.</p>	<p><b>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.</b></p> <p>Initiate professional learning to help teachers recognise the range of social and academic purposes for which learners need EAL/D both in and out of school.</p> <p>Work with school management, EAL/D specialists and intercultural officers to design and implement the most strategic ways of establishing a strong knowledge base in the school and supporting staff to understand how characteristics of EAL/D learners may affect their capacity to achieve learning and wellbeing.</p>
--	---	--	---	---



	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

<p>Australian Curriculum: <b>EAL/D Teacher Resource – Overview and Advice</b>  <a href="http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf">www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a></p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10</b>  <a href="http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf">www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf</a></p> <p>Australian Curriculum <b>EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression</b>  <a href="http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf">www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf</a></p>	<p><b>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.</b></p> <p>Appreciate the pivotal role of explicit teaching, oral language activities and concrete examples to extend EAL/D vocabulary for both social and academic learning.</p> <p>Understand that students may need to draw on first language knowledge of the world to make interpretations of English and may need to use other first language speakers to assist.</p> <p>Appreciate that listening to an unfamiliar language is difficult and tiring for EAL/D learners. Lack of attention may indicate a lack of comprehension.</p> <p>Appreciate the possible compounding effects on students' learning outcomes of trauma, poverty, racism, dislocation and other characteristics associated with being an EAL/D learner, including sense of wellbeing within the school environment.</p> <p>Be aware of national and local resources which describe typical EAL/D learning progressions.</p>	<p><b>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.</b></p> <p>Recognise that both subject content and social activities are culture bound and may present difficulties for participation and learning.</p> <p>Recognise that EAL/D learners' sense of wellbeing, belonging and being valued is critical to their learning.</p> <p>Use these understandings to incorporate a language-and-culture focus in teaching programs. Include oral language activities and explicit teaching with concrete examples to address conceptual and linguistic needs.</p> <p>Understand that EAL/D learners may not have the cultural and linguistic knowledge to find and benefit from learning materials or to make community links when doing research tasks.</p> <p>Draw on national and local resources which describe typical EAL/D learning progressions, noting that new challenges occur as academic language demands increase in the curriculum.</p>	<p><b>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.</b></p> <p>Demonstrate an in-depth understanding of theories of learning additional languages.</p> <p>Articulate the culture-bound nature of subject content and social activities and the implications for learning. Identify culturally loaded features of curriculum and develop ways of addressing these to facilitate access for EAL/D learners.</p> <p>Expand knowledge of EAL/D learners' languages or dialects and how these differ from or connect with Standard Australian English.</p> <p>Support colleagues to expand their understanding of EAL/D learning, the relationship between language-and-culture, and how to respond to this through their teaching.</p> <p>Explain typical EAL/D learning progressions, the progression of academic language demands across the curriculum, and diversity of learning progressions, plateaus and fossilisation.</p>	<p><b>Use recognised EAL/D Learning Progressions to lead schoolwide processes that evaluate and improve EAL/D learners' linguistic and cultural access to the curriculum.</b></p> <p>Collaborate with EAL/D specialists and draw on EAL/D resources to lead schoolwide processes that:</p> <ol style="list-style-type: none"> <li>investigate how diverse EAL/D learners are concurrently (a) learning EAL/D, (b) learning subject area content through EAL/D, and (c) learning about EAL/D.</li> <li>review EAL/D learners' linguistic and cultural access to the curriculum.</li> <li>evaluate the effectiveness of teaching programs in relation to national and local resources which describe typical EAL/D learning progressions.</li> </ol>
--	---	--	--	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.3	<b>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b>	<i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</i>	<i>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</i>	<i>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: <b>EAL/D Teacher Resource – Overview and Advice</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf">www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a></p> <p>Advice for teachers of EAL/D students (pp. 12-27)</p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)</b></p> <p>Listed at: <a href="http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource">www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource</a></p>	<p><b>Demonstrate knowledge of inclusive teaching strategies that respond to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism.</b></p> <p>Be aware that EAL/D learners are learning about the community as well the curriculum content and that teaching must address both aspects.</p> <p>Be aware of EAL/D teaching strategies and EAL/D resources that are responsive to learner characteristics, referring to all Elaborations in this document.</p> <p>Understand school and system processes for identifying EAL/D learners as needing support.</p> <p>Understand the diversity of languages, cultures, family histories and religions in multicultural Australian society, and the changing nature of this diversity over time.</p> <p>Draw on the EAL/D Elaborations for Graduate descriptors across Standards.</p> <p>Draw on all EAL/D Elaborations for Graduate Focus Area descriptors.</p>	<p><b>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.</b></p> <p>Ensure that classroom content and activities support the socialisation of EAL/D learners into the community as well as the school.</p> <p>Draw on available EAL/D resources to design and implement EAL/D teaching strategies that are responsive to learner characteristics, referring to all Elaborations in this document.</p> <p>Understand and apply school and system processes for identifying EAL/D learners as needing support.</p> <p>Understand that EAL/D learners have culturally specific experiences and knowledge, with diverse perspectives on phenomena.</p> <p>Broaden the intercultural competence of all students, promoting recognition of common human needs for safety and understanding, and model this in conflict resolution.</p> <p>Draw on all EAL/D Elaborations for Proficient Focus Area descriptors.</p>	<p><b>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.</b></p> <p>Understand and articulate the diverse and changing profile of EAL/D learners and their learning needs for school and community.</p> <p>Support colleagues to develop EAL/D understandings design and implement EAL/D teaching strategies that are responsive to learner characteristics, referring to all Elaborations in this document.</p> <p>Implement a specialist role in the application of school and system processes for identifying EAL/D learners as needing support.</p> <p>Demonstrate high-level understanding of the teaching implications of the diverse cultural, linguistic and socio-historical experiences of EAL/D learners.</p> <p>Articulate high-level knowledge and understanding of the values and practices of inclusivity, reconciliation and countering racism, and how these play out in the local and wider community.</p> <p>Draw on all EAL/D Elaborations for H/A Focus Area descriptors.</p>	<p><b>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.</b></p> <p>Initiate regular reviews of EAL/D learning provisions within the school, drawing on all Elaborations in this document, and adjusting provision to respond to data on student wellbeing and learning outcomes across the curriculum.</p> <p>Evaluate the implementation of school and system processes for identifying EAL/D learners as needing support.</p> <p>Collaborate with EAL/D specialists and intercultural consultants to lead schoolwide processes that foster inclusivity, reconciliation and countering racism through the use of student, expert and community knowledge and experience.</p> <p>Draw on all EAL/D Elaborations for Lead Focus Area descriptors.</p>
--	---	---	---	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.4	<b>Strategies for teaching Aboriginal and Torres Strait Islander students</b>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Capability Framework: <b>Teaching Aboriginal and Torres Strait Islander EAL/D learners</b>  <a href="http://www.indigenousportal.eq.edu.au/">www.indigenousportal.eq.edu.au/</a></p>	<p><b>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.</b></p> <p>Demonstrate knowledge of inclusive teaching practices that respond to students' learning needs and to principles of multilingualism, reconciliation and anti-racism.</p> <p>Develop respectful professional relations with intercultural officers recognising their knowledge of the students and their learning needs.</p> <p>Seek support from bilingual/intercultural officers in teaching and for communicating with learners and their families.</p> <p>Recognise the role of the home language for classroom learning and in social and cognitive development.</p> <p>Understand processes for identifying learners needing EAL/D teaching.</p> <p>Learn about the sociocultural practices of the community.</p>	<p><b>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.</b></p> <p>Design and implement inclusive teaching practices responsive to students' learning needs and principles of multilingualism, reconciliation and anti-racism.</p> <p>Engage in respectful relations with intercultural officers.</p> <p>Work collaboratively in a team teaching setting with bilingual/intercultural officers and foster their professional growth.</p> <p>Support the use of the home language for classroom learning and in social and cognitive development.</p> <p>Use effective processes for identifying learners needing EAL/D teaching.</p> <p>Acknowledge community cultural practices in the curriculum.</p>	<p><b>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.</b></p> <p>Model and support colleagues to use inclusive practices responsive to students' learning needs and principles of multilingualism, reconciliation and anti-racism.</p> <p>Model and support colleagues to work respectfully with intercultural officers.</p> <p>Mentor intercultural teaching teams and support them to further their professional learning and to implement teaching practices as required in the local setting.</p> <p>Advise colleagues on the role of the home language in classrooms and in social/ cognitive development.</p> <p>Ensure the use of effective processes for identifying learners needing EAL/D teaching.</p> <p>Support staff to build community cultural practices into curriculum.</p>	<p><b>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.</b></p> <p>Initiate wholeschool professional learning on inclusive practices that identify and respond to students' learning strengths and learning needs, build on principles of multilingualism, reconciliation and anti-racism.</p> <p>Initiate professional learning for intercultural teaching teams demonstrating the role of the home language for classroom learning and social and cognitive development in the context of community cultural practices.</p> <p>Evaluate processes for identifying learners needing EAL/D teaching.</p> <p>Facilitate policy development on the active role of intercultural officers in the teaching/learning program.</p>
---	---	---	--	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.5	<b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	<i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</i>	<i>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</i>	<i>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.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: <b>Personalised learning for EAL/D</b></p> <p><a href="http://www.australiancurriculum.edu.au/studentdiversity/eal-d-personalised-learning">http://www.australiancurriculum.edu.au/studentdiversity/eal-d-personalised-learning</a></p> <p>Australian Curriculum: <b>General capabilities and cross-curriculum priorities with EAL/D</b></p> <p><a href="http://www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities">http://www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities</a></p>	<p><b>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.</b></p> <p>Draw on a basic understanding of the characteristics of EAL/D learners to conceptualise needs for differentiation within a class.</p> <p>Be aware of the need for scaffolding for students with different levels of EAL/D proficiency and at different stages of schooling.</p> <p>Be aware of national and local EAL/D resources to guide differentiation.</p>	<p><b>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.</b></p> <p>Draw on an understanding of the characteristics of EAL/D learners to identify the diverse needs for differentiation within various classes.</p> <p>Seek EAL/D specialist advice on options for differentiation to scaffold linguistic and cultural learning at different levels of proficiency.</p> <p>Use national and local EAL/D resources to develop teaching activities that incorporate differentiated strategies to meet the EAL/D and cultural learning needs of students across the full range of abilities and EAL/D proficiencies.</p>	<p><b>Use EAL/D assessment data and linguistic and cultural analysis of academic texts to scaffold students' EAL/D learning, evaluate learning and teaching programs, and model this for colleagues across all curriculum areas.</b></p> <p>Be able to articulate and implement a range of ways of managing differentiation to address the needs of EAL/D learners alongside all learners across different year levels.</p> <p>Support or mentor colleagues to implement and evaluate differentiation in classrooms with EAL/D learners.</p>	<p><b>Lead colleagues in evaluating and strengthening whole-school practices for scaffolding teaching for EAL/D learners, drawing on EAL/D knowledge sources.</b></p> <p>Collaborate with EAL/D specialists and draw on EAL/D resources to lead school-wide processes that</p> <ol style="list-style-type: none"> <li>1. investigate students' EAL/D learning needs as they progress through the years of schooling.</li> <li>2. evaluate the need for differentiation for students across the full range of abilities and EAL/D proficiencies.</li> <li>3. strengthen whole-school practices for differentiation of teaching for EAL/D learners.</li> </ol>
---	---	--	--	--



	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

		<p><b>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.</b></p> <p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation of EAL/D learners with disability, whilst distinguishing EAL/D learning needs from such disability.</p> <p>Recognise the range of communication demands on the student, including EAL/D, AUSLAN or other.</p> <p>Recognise that some tests may be in unfamiliar language or communication mode, which may impact on the validity of the test.</p>	<p><b>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.</b></p> <p>Design and implement teaching activities that support the participation of EAL/D learners with disability and address relevant policy and legislative requirements whilst distinguishing EAL/D learning needs from such disability.</p> <p>Recognise the range of communication demands on the student, including EAL/D, AUSLAN or other.</p> <p>Use appropriate national and local assessment documents to respond to the range of individual disabilities.</p>	<p><b>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.</b></p> <p>Articulate the differences between EAL/D learning needs and speech, language impairment and other learning needs.</p> <p>Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation of EAL/D learners with disability, whilst distinguishing EAL/D learning needs from that disability.</p> <p>Support colleagues to use appropriate national and local assessment documents to respond to the range of individual disabilities.</p>	<p><b>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.</b></p> <p>Understand the differences between EAL/D learning needs and speech, language impairment and other learning needs.</p> <p>Initiate and lead the review of school policies to support the engagement and full participation of EAL/D learners with disability, and ensure compliance with legislative and/or system policies.</p> <p>Initiate the design and implementation of a school-wide assessment tool that considers the range of communicative demands on students with disability.</p>
--	--	--	--	--	--



## 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	<b>Content and teaching strategies of the teaching area</b>	<i>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</i>	<i>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</i>	<i>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>State and Territory EAL/D curriculum documents</p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)</b></p> <p>Listed at:  <a href="http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource">http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource</a></p>	<p><b>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.</b></p> <p>Demonstrate understanding that students are learning subject area content through EAL/D.</p> <p>Understand the importance of unpacking the systems of English to expand students' control of EAL/D.</p> <p>Recognise that EAL/D learners may have content learning needs depending on their educational background.</p> <p>Understand the importance of using strategies that aid comprehension and communication, including explicit teaching, oral language activities and concrete examples.</p> <p>Seek advice from EAL/D specialists and intercultural officers on effective strategies to support EAL/D learners.</p> <p>Use fluent, accurate and context appropriate English.</p> <p>Be familiar with EAL/D annotations to national curriculum documents.</p>	<p><b>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.</b></p> <p>Work with EAL/D specialists to unpack the systems of English to expand students' control of EAL/D in curriculum areas.</p> <p>Identify and address content needs in EAL/D learners' background knowledge of the teaching area.</p> <p>Use strategies that aid comprehension and communication, including explicit teaching, oral language activities and concrete examples.</p> <p>Work with EAL/D specialists and intercultural officers to incorporate effective strategies to support EAL/D learners.</p> <p>Model fluent, accurate and context appropriate English.</p> <p>Make use of the EAL/D annotations to national curriculum documents.</p>	<p><b>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.</b></p> <p>Draw on EAL/D annotations to national curriculum documents to support colleagues to address the specific language-and-culture demands of their teaching areas.</p> <p>Use a deep understanding of the linguistic and cultural systems of Standard Australian English to expand students' control.</p> <p>Identify and address content needs and language-and-culture demands specific to EAL/D as a teaching area.</p> <p>Support colleagues to use strategies that aid comprehension and communication, eg explicit teaching, oral language and concrete examples.</p> <p>Model an extensive range of effective EAL/D teaching strategies, and support colleagues to incorporate them in their teaching.</p> <p>Promote use of the EAL/D annotations to national curriculum documents.</p>	<p><b>Lead initiatives that deepen teachers' knowledge of the language-and-culture demands of curriculum areas, drawing on EAL/D knowledge sources.</b></p> <p>Collaborate with EAL/D specialists to lead a whole-school approach to</p> <ol style="list-style-type: none"> <li>deepen knowledge of the language and culture demands of teaching areas</li> <li>understand and respond to the implications of language-and-culture demands of curriculum areas when teaching EAL/D learners</li> <li>understand and unpack the linguistic and cultural systems of Standard Australian English.</li> </ol> <p>Support EAL/D specialists to develop EAL/D programs directly targeting learner needs across the school.</p> <p>Evaluate and improve EAL/D practice in the school by providing opportunities for accessing up-to-date research and professional development, distinguishing needs for EAL/D specialists and for other teachers.</p>
---	--	--	---	---

	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

	<p><b>Select and organise content to address EAL/D learners' identified content and language needs within curriculum areas.</b></p> <p>Appreciate the importance of selecting content that links to activities in the wider community.</p> <p>Access EAL/D curriculum documents and resources applicable to learning EAL/D and learning about EAL/D.</p> <p>Seek advice from EAL/D specialists and intercultural officers on selecting and organising content which supports EAL/D learners in particular teaching areas.</p>	<p><b>Select and organise content and experiential activities to address EAL/D learners' identified content and language needs within curriculum areas.</b></p> <p>Select content that builds EAL/D learners' connection to local, Australian and global community.</p> <p>Select and organise content to support students in learning EAL/D and learning about EAL/D.</p> <p>Collaborate with EAL/D specialists and intercultural officers to select and organise content which supports EAL/D learners in particular teaching areas.</p>	<p><b>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.</b></p> <p>Support colleagues to select content that addresses the language-and-culture demands of particular teaching areas.</p> <p>Support colleagues to select content that builds connection to local, Australian and global community and an awareness of the language-and-culture demands of activities.</p> <p>Select and organise content in targeted EAL/D learning and teaching programs, drawing on recognised theories of language-and-culture and of language learning and teaching.</p> <p>Where appropriate, embed perspectives such as multiculturalism, human rights, and equity in content selection and support colleagues to do the same.</p>	<p><b>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.</b></p> <p>Collaborate with EAL/D specialists to lead professional learning in selecting content that addresses the language-and-culture demands of teaching areas.</p> <p>Initiate reviews of curriculum content to embed perspectives such as multilingualism, multiculturalism, diversity, human rights, and equity where appropriate.</p>
--	---	--	---	--



	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.3	<b>Curriculum, assessment and reporting</b>	<i>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</i>	<i>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</i>	<i>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</i>	<i>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf</a></p> <p><i>Australian Curriculum EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression</i></p> <p><a href="http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf</a></p>	<p><b>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.</b></p> <p>Understand that the content requirements in curriculum documents may not be achievable for EAL/D learners until needs for prior content knowledge have been addressed.</p> <p>Design learning sequences and lesson plans that show some understanding of EAL/D learner needs.</p> <p>Seek advice from EAL/D specialists and intercultural officers to design learning sequences and lesson plans suited to particular EAL/D learners.</p>	<p><b>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.</b></p> <p>Apply knowledge that the content requirements in curriculum documents may not be achievable for EAL/D learners until needs for prior content knowledge have been addressed.</p> <p>Design and implement learning and teaching sequences for EAL/D learners based on EAL/D assessment data, taking account of the typical EAL/D learning progressions described in national and local documents.</p> <p>Collaborate with EAL/D specialists and intercultural officers to design learning sequences and lesson plans suited to particular EAL/D learners.</p>	<p><b>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.</b></p> <p>Support colleagues to understand individual students' educational backgrounds and implications for accessing the curriculum for their year level.</p> <p>Support colleagues to interpret EAL/D assessment data and to apply this in learning and teaching sequences, taking account of the typical EAL/D learning progressions described in national and local documents.</p>	<p><b>Initiate professional learning to develop understanding of EAL/D learning progressions and their implications for learning, teaching, assessment and reporting.</b></p> <p>Collaborate with EAL/D specialists to lead colleagues in using EAL/D assessment data to inform their practice.</p>
--	--	---	---	--	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.4	<b>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>	<i>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i>	<i>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i>	<i>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

		<p><b>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.</b></p> <p>Explore the nature of intercultural competence in personal relations with Aboriginal and Torres Strait Islander people.</p> <p>Learn some words and phrases in Aboriginal English and/or a local language.</p>	<p><b>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.</b></p> <p>Develop intercultural competence in personal relations with Aboriginal and Torres Strait Islander people.</p> <p>Learn and appropriately use some words and phrases in Aboriginal English and/or a local language.</p>	<p><b>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.</b></p> <p>Support colleagues to develop intercultural competence in personal relations with Aboriginal and Torres Strait Islander people.</p> <p>Learn and appropriately use some words and phrases in Aboriginal English and/or a local language, and support colleagues to do so.</p>	<p><b>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.</b></p> <p>Lead initiatives to assist colleagues to develop intercultural competence in personal relations with Aboriginal and Torres Strait Islander people.</p> <p>Establish opportunities for staff to learn and appropriately use some words and phrases in Aboriginal English and/or a local language.</p>
--	--	--	--	---	---

	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

<p>Australian Curriculum: <b>General capabilities and cross-curriculum priorities with EAL/D</b></p> <p><a href="http://www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities">http://www.australiancurriculum.edu.au/studentdiversity/eal-d-general-capabilities-and-cross-curriculum-priorities</a></p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – Overview and Advice</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a></p> <p><i>Advice for teachers of EAL/D students (pp. 12-27)</i></p>	<p><b>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.</b></p> <p>Demonstrate awareness of the diversity of literacy and numeracy levels among EAL/D learners.</p> <p>Understand that numeracy development for EAL/D learners involves two aspects – concepts and language.</p> <p>Understand that literacy development for EAL/D learners can only occur alongside learning of EAL/D itself and how it works.</p> <p>Understand that the home languages or dialects of EAL/D students operate differently to Standard Australian English and this may be reflected in their EAL/D comprehension and communication.</p> <p>Access EAL/D resources on the literacy continua to support EAL/D learners to move from spoken to written text, every day to technical, known to new, and concrete to abstract. Seek advice from EAL/D specialists and intercultural officers to inform literacy and numeracy teaching practice.</p>	<p><b>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.</b></p> <p>Apply knowledge and understanding of the diversity of literacy and numeracy levels among EAL/D learners.</p> <p>Explicitly teach the language of numeracy, recognising that some students may have the concepts and skills already.</p> <p>Attend to EAL/D development as a distinct component within English literacy development.</p> <p>Be responsive to differences between students' home language or dialect and EAL/D.</p> <p>Use EAL/D resources on the literacy continua to support EAL/D learners to move from spoken to written text, every day to technical, known to new, and concrete to abstract.</p> <p>Collaborate with EAL/D specialists and intercultural officers to develop effective EAL/D strategies for teaching literacy and numeracy.</p>	<p><b>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.</b></p> <p>Support colleagues to understand the diversity of literacy and numeracy levels among EAL/D learners and the implications of this for explicitly teaching concepts and language.</p> <p>Demonstrate a high level of knowledge and understanding of the language-and-culture demands of developing literacy and numeracy in EAL/D.</p> <p>Provide professional development on EAL/D development as a distinct component within English literacy development and EAL/D resources on the literacy continua to support EAL/D learners to move from spoken to written text, every day to technical, known to new, and concrete to abstract.</p> <p>Advocate for literacy and numeracy development in the learner's home language and/or dialect.</p>	<p><b>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.</b></p> <p>Monitor and evaluate</p> <ol style="list-style-type: none"> <li>the implementation of explicit teaching strategies responsive to the diversity of literacy and numeracy levels among EAL/D learners</li> <li>the use of EAL/D resources on the literacy continua to support EAL/D learners to move from spoken to written text, every day to technical, known to new, and concrete to abstract.</li> </ol>
--	--	--	---	---

	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

	<p><b>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.</b></p> <p>Understand that when language-and-cultural demands are addressed content learning for EAL/D learners can be greatly enhanced through the use of visual and auditory support including a range of digital technologies.</p> <p>Value and use digital and multi-modal texts as a way to develop and consolidate EAL/D skills.</p> <p>Understand that creative use of ICT in the classroom can promote cultural and linguistic inclusivity and support content learning through EAL/D.</p>	<p><b>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.</b></p> <p>Apply the understanding that ICT activities make language-and-culture demands on EAL/D learners.</p> <p>Use a range of digital technologies to provide visual and auditory support to enhance content learning and supply a meaningful context for EAL/D learning.</p> <p>Use digital and multi-modal resources to support the development and consolidation of EAL/D skills.</p> <p>Be aware of and use a range of ICT resources in the classroom to promote cultural and linguistic inclusivity and support content learning through EAL/D.</p>	<p><b>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.</b></p> <p>Support colleagues to address the language-and-culture demands made by ICT activities on EAL/D learners and use a range of technologies in their teaching areas.</p> <p>Research, use and model the use of digital and multi-modal resources to support the development and consolidation of EAL/D skills.</p> <p>Provide professional learning opportunities to raise awareness of the range of ICT resources which promote cultural and linguistic inclusivity and support content learning through EAL/D.</p>	<p><b>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.</b></p> <p>Monitor the use of ICT activities for EAL/D learners and lead initiatives to support teachers to appropriately and imaginatively use ICT to address the diverse needs of EAL/D learners across teaching areas.</p>
--	---	---	---	---





## **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	<b>Establish challenging learning goals</b>	<i>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</i>	<i>Set explicit, challenging and achievable learning goals for all students.</i>	<i>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</i>	<i>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10 <a href="http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf</a></p> <p>Australian Curriculum EAL/D Teacher Resource: <b>Student illustrations of the EAL/D Learning Progression</b> <a href="http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf</a></p>	<p><b>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.</b></p> <p>Show awareness of the need to access EAL/D knowledge sources to respond to learner differences in EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.</p> <p>Access EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to setting appropriately challenging learning goals.</p>	<p><b>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.</b></p> <p>Draw on EAL/D knowledge sources to respond to learner differences in EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.</p> <p>Repeatedly review learning goals with EAL/D learners, EAL/D specialists and intercultural officers.</p> <p>Access EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites to assist in evaluating and modifying learning goals.</p>	<p><b>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.</b></p> <p>Draw on EAL/D learning progressions to set EAL/D goals and to assist colleagues to respond to learner differences in EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.</p> <p>Model and articulate a culture of high and achievable expectations for EAL/D learners, and support colleagues to set challenging learning goals responsive to EAL/D learners' needs.</p> <p>Mentor intercultural officers in supporting colleagues to set goals to address the socio-cultural and linguistic needs of EAL/D learners.</p>	<p><b>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.</b></p> <p>Model responses to learner differences that are informed by students' EAL/D proficiency, familiarity with Australian education, and the language-and-culture demands of the Year Level curriculum.</p> <p>Involve EAL/D specialists and intercultural officers in reviewing current practices and initiating school wide policies and programs that support teachers to set appropriate learning goals for the diversity of EAL/D learners.</p>
--	--	---	--	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.2	Plan, structure and sequence learning programs	<i>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</i>	<i>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</i>	<i>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Plan lesson sequences responsive to students' EAL/D proficiency and cultural understandings and those demanded by the curriculum, drawing on EAL/D knowledge sources.</b></p> <p>Identify learner needs in regard to EAL/D proficiency and the language demands of activities and find out about teaching strategies which meet those needs.</p> <p>Access EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to planning, structuring and sequencing learning goals.</p> <p>Understand the value of incorporating a curriculum focus on cultural and linguistic diversity, and its benefits for Australian society and global citizenship.</p>	<p><b>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.</b></p> <p>Draw on EAL/D knowledge sources to plan and implement differentiated learning and teaching programs or lesson sequences that engage EAL/D learners and promote EAL/D learning.</p> <p>With developing confidence, plan structure and sequence learning programs to meet students' socio-cultural and EAL/D needs.</p> <p>Access EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' to assist in evaluating and modifying structure and sequence of learning goals.</p> <p>Include a curriculum focus on cultural and linguistic diversity, and its benefits for Australian society and global citizenship.</p>	<p><b>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.</b></p> <p>Guide colleagues to plan, evaluate and modify learning and teaching programs in terms of their responsiveness to students' EAL/D proficiency, the language-and-culture demands of Year Level curriculum, effective EAL/D teaching strategies and home language knowledge and skills, thus creating productive learning environments.</p> <p>Demonstrate and articulate exemplary practice in planning differentiated learning programs that meet the diverse needs of EAL/D learners.</p> <p>Work with intercultural officers to support colleagues to plan structure and sequence learning programs to both meet the needs of EAL/D students and provide all students with understanding and appreciation of cultural and linguistic diversity.</p>	<p><b>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.</b></p> <p>Initiate staff development in evaluating, planning, structuring and sequencing learning and teaching programs that develop students' EAL/D proficiency and socio-cultural understandings.</p> <p>Facilitate contact time for teachers to work with EAL/D specialists and/or intercultural officers in planning, structuring and sequencing learning programs.</p> <p>Support teachers to incorporate a curriculum focus on cultural and linguistic diversity, and its benefits for Australian society and global citizenship.</p>
--	--	---	--	---

	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

<p>State and Territory EAL/D learning and teaching resources</p> <p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D annotated content descriptions (English, Mathematics, Science, History, Geography)</b></p> <p>Listed at: <a href="http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource">http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource</a></p>	<p><b>Demonstrate awareness of teacher strategies that address the language-and-culture needs of EAL/D learners in different curriculum areas.</b></p> <p>Identify EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to improving alignment of teaching strategies to the needs of EALD students.</p> <p>Support the use of the home language or dialect for classroom learning, involving intercultural officers where possible.</p>	<p><b>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.</b></p> <p>Identify how teaching strategies address students' socio-cultural and EAL/D needs.</p> <p>Seek support from EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to improving alignment of teaching strategies to the needs of EALD students, including use of the home language or dialect.</p> <p>Develop a repertoire of EAL/D teaching strategies.</p>	<p><b>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.</b></p> <p>Demonstrate and articulate effective alignment of teaching strategies with needs of EALD students.</p> <p>Work with intercultural officers to support colleagues to improve alignment of teaching strategies to the needs of EAL/D students and develop a repertoire of EAL/D teaching strategies, including use of the home language or dialect.</p> <p>Advocate for the full use of funding for intercultural officers and the effective use of intercultural officers in the classroom to support EAL/D learners.</p>	<p><b>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.</b></p> <p>Review current practices and initiate school-wide policies and programs that support teachers to expand their range of teaching strategies for a diversity of EAL/D students. This may include time allocation for professional learning programs and routine support from EAL/D teachers and intercultural officers.</p> <p>Support the use of the home language or dialect to advance curriculum achievement.</p> <p>Work with EAL/D specialists and intercultural officers to develop guidelines for teachers to effectively work with intercultural officers.</p>
---	---	---	---	---



	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.4	Select and use resources	<i>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</i>	<i>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</i>	<i>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</i>	<i>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</i>

### Elaboration for teachers and leaders working with EAL/D learners

State and Territory EAL/D learning and teaching resources	<p><b>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.</b></p> <p>Demonstrate knowledge of key resources addressing the language learning needs of EAL/D learners.</p> <p>Identify EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to the selection and use of resources that support EAL/D learners.</p> <p>Understand the importance of selecting resources for all students that embody cultural and linguistic diversity.</p>	<p><b>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.</b></p> <p>Select resources, including ICT, that align with the needs of EAL/D learners and support them to access the curriculum.</p> <p>Draw on EAL/D knowledge sources to select and/or create, and use a range of resources addressing the language learning needs of EAL/D learners.</p> <p>Seek support from EAL/D knowledge sources including EAL/D specialists, intercultural officers, EAL/D in-service and systems' websites in regard to the selection and use of resources that support EAL/D learners.</p> <p>Select resources for all students that embody cultural and linguistic diversity.</p>	<p><b>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.</b></p> <p>Use and guide colleagues to use a wide range of resources addressing the language learning needs of EAL/D learners.</p> <p>Work with intercultural officers to support colleagues to evaluate, select and create resources that support EAL/D learning.</p> <p>Support colleagues to select resources for all students that embody cultural and linguistic diversity.</p>	<p><b>Work with EAL/D knowledge sources in selecting, creating and evaluating resources in terms of supporting EAL/D learners to access the curriculum.</b></p> <p>Review current practices and initiate school wide policies and programs that support teachers to evaluate, select and create resources to support a diversity of EAL/D students.</p> <p>Initiate reviews of teaching resources available in the school in terms of the language-and-culture demands they make on EAL/D learners, and ensure that they embody cultural and linguistic diversity and establish it as a social norm.</p>
---	--	--	--	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.5	Use effective classroom communication	<i>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</i>	<i>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</i>	<i>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.</i>	<i>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>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.</b></p> <p>Identify the challenges for EAL/D learners with teachers' and students' communication styles, including lack of familiarity with idioms, colloquial language and ways of being in Australian communities, and fear of being exposed as not understanding.</p> <p>Demonstrate awareness of the need for context embedded verbal and non-verbal communication strategies that support EAL/D learning and student engagement.</p> <p>Identify sources of support to develop improved classroom communication, including EAL/D specialists, intercultural officers, mentor teachers and EAL/D in-service.</p> <p>Identify strategies which support students with minimal or developing English.</p> <p>Recognise the value of home languages in supporting learning.</p>	<p><b>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.</b></p> <p>Identify and understand the challenges that students may be facing with classroom communication and the improvements that are needed to facilitate two-way understanding.</p> <p>Actively use context embedded verbal and non-verbal communication strategies that support EAL/D learning and student engagement.</p> <p>Use input from EAL/D specialists and intercultural officers to improve classroom communication as a teacher and among students.</p> <p>Identify and explore the use of strategies which support students with minimal or developing English.</p> <p>Support use of a home language to facilitate learning inside and outside the classroom.</p>	<p><b>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.</b></p> <p>Articulate EAL/D learners' issues with particular communication styles, and suggest alternatives.</p> <p>Model and articulate context embedded verbal and non-verbal communication strategies that support EAL/D learning and engagement.</p> <p>Model fluent, accurate and socially appropriate English, as well as effective strategies for classroom communication to support a diversity of EAL/D students.</p> <p>Work with intercultural officers to support colleagues to review classroom communication styles and implement new strategies.</p> <p>Promote the use of a home language to facilitate learning inside and outside the classroom.</p> <p>Model strategies for effective communication with EAL/D learners, supporting progression to higher academic levels of cognitive and linguistic proficiency.</p>	<p><b>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.</b></p> <p>Demonstrate effective inclusive verbal and non-verbal communication with EAL/D learners and families, using collaborative strategies and contextual language learning knowledge to support the comprehension, engagement and achievement of EAL/D learners.</p> <p>Review current practices and initiate school wide policies and programs that support teachers to develop communication styles which support a diversity of EAL/D students.</p> <p>Establish systems that support the use of a home language to facilitate learning inside and outside the classroom.</p>
--	--	---	---	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.6	Evaluate and improve teaching programs	<i>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</i>	<i>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</i>	<i>Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Demonstrate knowledge of criteria to evaluate the cultural inclusivity and effectiveness of learning and teaching programs offered to EAL/D learners.</b></p> <p>Identify some strategies that can evaluate how well teaching programs meet students' socio-cultural and EAL/D needs.</p> <p>Understand the place of EAL/D learning progressions to demonstrate students' advances in EAL/D proficiency and to evaluate the effectiveness of teaching programs.</p> <p>Identify sources of support for evaluating and improving teaching programs, including EAL/D specialists, intercultural officers, mentor teachers and EAL/D in-service.</p>	<p><b>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.</b></p> <p>Evaluate personal teaching and learning programs with input from the intercultural officer to ensure culturally inclusive practice that meets students' socio-cultural and EAL/D needs.</p> <p>Use evaluation data to inform culturally inclusive planning that is effective in addressing EAL/D learner needs.</p> <p>Encourage and attend to feedback from EAL/D learners.</p>	<p><b>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.</b></p> <p>Use evaluation data to support colleagues in culturally inclusive planning effective in addressing EAL/D learner needs.</p> <p>Work with intercultural officers to support colleagues to review current teaching and learning programs and to inform planning so that the programs are culturally inclusive and address the language-and-culture demands of the curriculum.</p> <p>Demonstrate creative strategies to evaluate and improve teaching programs, using a range of data sources for each evaluation, including feedback from EAL/D learners.</p>	<p><b>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.</b></p> <p>Review programs to evaluate culturally inclusive practice and the teaching of language using curriculum documents based on EAL/D teaching practices and feedback from parents/carers, students, EAL/D specialists, intercultural officers and other colleagues.</p>
--	---	---	--	---

	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

	<p><b>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.</b></p> <p>Identify some challenges when engaging parents/carers with restricted EAL/D literacy and limited understanding of the Australian education system.</p> <p>Identify sources of support to address these challenges including EAL/D in-service, EAL/D teachers and intercultural officers.</p>	<p><b>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.</b></p> <p>Identify the communication needs of parents/carers of EAL/D learners and find ways of responding to these.</p> <p>Identify and plan opportunities for parents/carers of EAL/D students to be involved in their children's learning, in ways which are responsive to their level of EAL/D and understanding of the Australian system.</p> <p>Seek support from EAL/D in-service, EAL/D teachers and intercultural officers.</p>	<p><b>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.</b></p> <p>Demonstrate creative strategies to identify the communication needs of parents/carers of EAL/D learners and to engage them inclusively.</p> <p>Work with intercultural officers to support colleagues to identify and plan opportunities to involve parents/carers, families and communities to be used as a resource for classroom activities and to be involved in the educative process, taking account of the need for transport, interpreters, use of visuals, etc.</p>	<p><b>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.</b></p> <p>Review current practices for responding to the communication needs of parents/carers of EAL/D learners.</p> <p>Initiate school wide policies and programs that support parents/ carers, families and communities to be involved in the educative process, regardless of the level of EAL/D literacy and level of understanding of the Australian education system.</p> <p>Review the school's use of family and community as a resource, as well as support factors such as funding for transport, school based training for parents/ community/ students, publications and translations in multiple languages, surveys of EAL/D parents using translations or face to face support.</p>
--	--	--	---	---





## 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	<b>Support student participation</b>	<i>Identify strategies to support inclusive student participation and engagement in classroom activities.</i>	<i>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</i>	<i>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: <b>EAL/D Teacher Resource – Overview and Advice</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a></p> <p>Capability Framework: <b>Teaching Aboriginal and Torres Strait Islander EAL/D learners</b></p> <p><a href="https://indigenouportal.eq.edu.au/">https://indigenouportal.eq.edu.au/</a></p>	<p><b>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.</b></p> <p>Understand that degree of familiarity with EAL/D and Australian culture and education system may cause limitations to EAL/D learners' participation.</p> <p>Seek support from EAL/D knowledge sources to scaffold learning for EAL/D learners.</p> <p>Seek advice on culturally and linguistically inclusive strategies from intercultural EAL/D knowledge sources.</p> <p>Consider personal attitudes and behaviours in regard to cultural diversity, and reflect on any issues identified.</p> <p>Demonstrate understanding of the importance of valuing and capitalising on students' home languages or dialects and bringing these into classroom use to support student learning and self-esteem.</p>	<p><b>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.</b></p> <p>Initiate and support student discussion of cultural factors affecting participation, as appropriate to age and situation.</p> <p>Seek support from EAL/D knowledge sources to scaffold learning in ways that enable participation of EAL/D learners in lessons.</p> <p>Analyse personal attitudes and behaviours in regard to cultural diversity, and address any issues identified.</p> <p>Conduct surveys and interviews with EAL/D learners, and use the data to develop improved learning goals and learning environments.</p> <p>Value and capitalise on students' home languages or dialects, bringing these into classroom use to support student learning and self-esteem.</p>	<p><b>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.</b></p> <p>Work with colleagues to advocate for and facilitate the participation of EAL/D learners in school activities.</p> <p>Interview students regularly to gauge their feelings about participation and what helps and hinders it.</p> <p>Support students to articulate their concerns about participation beyond the classroom, eg in sport, work experience, leadership training, using formal processes such as interviews, surveys and pastoral care processes.</p> <p>Support colleagues to analyse personal attitudes and behaviours in regard to cultural diversity, and address any issues identified.</p> <p>Support colleagues to value and capitalise on students' home languages or dialects and to bring these into classroom use to support student learning and self-esteem.</p>	<p><b>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.</b></p> <p>Establish and maintain systems for collecting data on participation of EAL/D learners in all school activities.</p> <p>Establish and maintain systems that engage student voice in identifying effectiveness of inclusive strategies.</p> <p>Initiate collaborative review processes for teachers to analyse their attitudes and behaviours in regard to cultural diversity, and address any issues identified.</p> <p>Initiate and support professional learning for all staff on how to value and capitalise on students' home languages or dialects and to bring these into classroom use to support student learning and self-esteem.</p> <p>Know the challenges that EAL/D learners face in accessing ICT, and direct them to options available in the community, eg free WiFi and second-hand computers.</p>
---	---	---	---	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.2	Manage classroom activities	<i>Demonstrate the capacity to organise classroom activities and provide clear directions.</i>	<i>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</i>	<i>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</i>	<i>Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Demonstrate some understanding of the additional challenges facing EAL/D learners at different stages/ levels of achievement when engaging in classroom activities.</b></p> <p>Understand that particular groupings or behaviours within a classroom may make EAL/D learners uncomfortable, and find out about this from intercultural EAL/D knowledge sources.</p> <p>Demonstrate sensitivity to cultural factors that impact on participation in activities such as swimming or doing a project at home when families may not be able to help.</p> <p>Recognise when EAL/D students require adjustments to classroom activities, such as more time to process cognitive load, multiple means of representing a concept and opportunities to practise using new language.</p> <p>Demonstrate knowledge and understanding of differentiation in managing classroom activities for EAL/D learners and the value of bilingual support.</p> <p>Know the EAL/D proficiency of learners and gauge oral language so as to be accessible to the student, avoiding idioms.</p>	<p><b>Respond to the additional challenges facing EAL/D learners at different stages/ levels of achievement and in different types of learning tasks.</b></p> <p>Respect, understand and adjust to cultural differences and requirements related to grouping and other classroom learning activities.</p> <p>Investigate and respond appropriately to cultural factors that impact on participation in activities such as swimming or doing a project at home if families cannot help.</p> <p>Adjust classroom activities to support EAL/D learner participation, such as giving more time to process cognitive load, multiple means of representing a concept and opportunities to practise using new language.</p> <p>Apply informed differentiation in managing classroom activities for EAL/D learners by, for example, providing additional bilingual support, different expectations of outcomes, supportive group work.</p> <p>Know the cultural and linguistic proficiencies of students and adjust communication accordingly, using backward planning to scaffold for the necessary language and cultural development.</p>	<p><b>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.</b></p> <p>Use and demonstrate groupings and activities that are consistent with current EAL/D practice for fostering learning in and through an additional language/dialect and that promote responsibility for learning.</p> <p>Support colleagues to understand and adjust to cultural differences and requirements related to grouping and other classroom learning activities.</p> <p>Support colleagues to understand and respond appropriately to cultural factors that impact on participation in activities such as swimming or doing a project if families cannot help.</p> <p>Articulate goals in adjusting classroom activities, such as more time to process cognitive load, multiple means of representing a concept and opportunities to practise using new language.</p> <p>Articulate the need for and model types of differentiation in managing classroom activities for EAL/D.</p>	<p><b>Initiate strategies and lead colleagues to implement effective classroom management for students of different cultures and EAL/D proficiencies, and promote responsibility for learning.</b></p> <p>Initiate professional dialogue on cultural and linguistic differences that impact on participation of EAL/D learners.</p> <p>Lead colleagues to develop types of differentiation in managing classroom activities for EAL/D learners' active participation, including bilingual support.</p> <p>Initiate professional learning for all staff related to effective intercultural communication and addressing EAL/D learners' need to progress from basic interpersonal communication skills to higher levels of cognitive and linguistic proficiency.</p>
--	--	---	---	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.3	Manage challenging behaviour	<i>Demonstrate knowledge of practical approaches to manage challenging behaviour.</i>	<i>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</i>	<i>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</i>	<i>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Demonstrate knowledge of practical approaches to managing challenging behaviour with sensitivity to possible EAL/D-related factors.</b></p> <p>Show awareness of the differing cultural expectations students have regarding classroom behaviour.</p> <p>Understand that challenging behaviour may occur when learners cannot engage with the task or the teacher's expectations due to EAL/D factors (Standard 1.1).</p> <p>Be aware that challenging behaviour, including defiance and retreat, may reflect traumatic experiences, may even indicate a certain resilience, and that time and help is needed for such learners to de-automise responses that arose originally from trauma.</p> <p>Demonstrate understanding of the importance of scaffolding learning and setting learners up for success, without assuming prior knowledge.</p> <p>Demonstrate understanding of supportive ways of making expectations clear.</p> <p>Demonstrate understanding of the benefits of classroom routines allowing students to learn from each other.</p> <p>Recognise that some behaviour management techniques may be linguistically or culturally challenging.</p>	<p><b>Manage challenging behaviour with sensitivity to possible EAL/D-related factors.</b></p> <p>Acknowledge the differing cultural expectations of students within the classroom, and share with students.</p> <p>Avoid assumptions about causes of challenging behaviour and seek reasons in the challenges of EAL/D factors (Standard 1.1).</p> <p>Avoid positioning the student as 'difficult'; avoid reacting to defiance or retreat as personal; consistently communicate care for a child needing to de-automise responses that arose originally from trauma, aiming to build trust; consult with family and intercultural officers.</p> <p>Develop ways of setting EAL/D learners up for success, finding out whether or not they have the underpinning knowledge and skills, and scaffolding their learning.</p> <p>Deliver clear expectations in a supportive way, not only as instructions but as steps towards a positive learning environment.</p> <p>Establish classroom routines for students to learn from each other.</p> <p>Use behaviour management techniques that are not linguistically or culturally challenging.</p>	<p><b>Develop, use and share with colleagues a flexible repertoire of behaviour management strategies that are responsive to EAL/D-related factors.</b></p> <p>Take account of the cultural expectations of all students within the classroom, and involve students in the process.</p> <p>Articulate to colleagues the range of possible reasons for EAL/D learners' challenging behaviours (Standard 1.1), support them to understand these.</p> <p>Model setting learners up for success, finding out about knowledge and skills required for tasks, scaffolding learning, delivering clear expectations, setting up classroom routines, using intercultural strategies, and communicating care.</p> <p>Support colleagues to build skills in all Standards and Focus Areas, and specifically in 4.1 – 4.</p> <p>Investigate, develop, use and share with colleagues a flexible repertoire of supportive expectation setting, behaviour management strategies, classroom routines that are culturally and linguistically inclusive and take into account different ways of behaving in different cultures and different experiences of trauma.</p>	<p><b>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.</b></p> <p>Initiate professional dialogue on understanding and managing challenging behaviour involving EAL/D learners.</p> <p>Initiate programs for developing the intercultural competence of all students and staff to reduce misunderstandings that may lead to challenging behaviour involving EAL/D learners.</p> <p>Initiate professional learning and procedures for supporting staff to develop successful responses to challenging behaviour, and lay the groundwork for its progressive reduction.</p>
--	--	---	---	--



	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.4	Maintain student safety	<i>Describe strategies that support students' well-being and safety working within school and/or system curriculum and legislative requirements.</i>	<i>Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.</i>	<i>Initiate and take responsibility for implementing current school and/or system curriculum and legislative requirements to ensure student well-being and safety.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Describe strategies that support a culturally and linguistically inclusive environment and promote EAL/D students' wellbeing and safety.</b></p> <p>Demonstrate understanding that racism may occur in the classroom and school environment and must be addressed immediately, followed by restorative practices and ongoing positive psychology strategies that help students respect each other as equal human beings.</p> <p>Respect EAL/D learners as equal human beings, with rights to be heard and have learning needs addressed.</p> <p>Get to know EAL/D learners and their backgrounds so as to avoid judging from appearance, EAL/D proficiency or culturally diverse behaviours.</p> <p>Be aware of school anti-racism and anti-bullying policies and practices.</p> <p>Practise patient listening, trying to understand what students are saying. Make use of bilingual support where possible.</p> <p>Demonstrate understanding of supporting students' EAL/D learning progression through strong scaffolding and explicit teaching so that they can participate safely in classroom and out-of-school activities.</p>	<p><b>Use strategies that support a culturally inclusive environment and promote EAL/D students' wellbeing and safety.</b></p> <p>Address racism in the classroom and school environment immediately and through ongoing positive psychology strategies that help students to respect each other as equal human beings. Explicitly re-direct racist language to respect for the Other.</p> <p>Model respect for others as equal human beings with rights to be heard and have learning needs addressed.</p> <p>Avoid judging learners from appearance, EAL/D proficiency or culturally diverse behaviours.</p> <p>Implement school anti-racism and anti-bullying policies and practices.</p> <p>Support students to express their needs and be heard, using one-on-one counselling, bilingual support, community liaison personnel, and classroom strategies eg circle time, surveys and empathetic skills regarding students' concerns.</p> <p>Include a curriculum focus on human rights, values and equity issues.</p> <p>Support students' EAL/D learning progression so they can participate safely in classroom and out-of-school activities.</p>	<p><b>Ensure EAL/D students' wellbeing and safety by implementing anti-racism, anti-discrimination and human rights laws.</b></p> <p>Promote an inclusive and anti-racist environment in classrooms and school and model the use of restorative practices and ongoing positive psychology strategies that help students to respect each other. Model explicit re-direction of racist language to respect for the Other.</p> <p>Articulate the reasons for and model respect for others as equal human beings, with rights to be heard and have learning needs addressed.</p> <p>Discuss with EAL/D learners indicators of risk in the school and wider community and ways to be safe, and how, for example, tone and gesture can be cultural and misinterpreted.</p> <p>Promote and actively implement anti-racism and anti-bullying policies and practices within the school.</p> <p>Model ways of supporting students to express their needs and be heard.</p> <p>Promote a curriculum focus on human rights, values and equity.</p> <p>Ensure students' EAL/D learning progression so they can participate safely in classroom and out-of-school activities.</p>	<p><b>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.</b></p> <p>Collaborate with EAL/D specialists, intercultural officers, students, teachers and community representatives to design policies and strategies for a workplace free of discrimination and maximising the potential of diversity.</p> <p>Establish systems for countering racism in the school, and involve teachers and students in developing and implementing anti-racism strategies.</p> <p>Ensure that strategies for dealing with racism are understood and followed by teachers, parents and students.</p> <p>Make full use of EAL/D funding in order to ensure that EAL/D learners are supported and feel safe at school (eg funding for bilingual support including intercultural officers and interpreters).</p> <p>Initiate professional learning opportunities in dealing with racism and developing strong intercultural competencies among staff and students.</p>
--	--	---	---	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.5	Use ICT safely, responsibly and ethically	<i>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.</i>	<i>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</i>	<i>Model, and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</i>	<i>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Demonstrate an understanding of EAL/D and intercultural issues in using ICT.</b></p> <p>Recognise the wide range of ICT knowledge and skills amongst diverse EAL/D learners.</p> <p>Explicitly outline the expectations in Australian schools of safe, responsible and ethical use of ICT.</p> <p>Demonstrate understanding that EAL/D learners may not have the academic knowledge, experience or language skills to manage the task of resource-based learning, eg knowing a reliable source of information, and taking notes beyond copying.</p> <p>Demonstrate understanding that the causes of plagiarism by EAL/D learners range from not having the background knowledge and depth of vocabulary to write in their own words through to culturally held views on plagiarism, including family values of respecting the expert.</p> <p>Understand that some students may want to go on sites that are not approved in the school policy.</p> <p>Understand that many EAL/D learners see ICT as a way to connect with Australians, yet may not have the language skills to use it wisely.</p>	<p><b>Incorporate strategies that respond to EAL/D and intercultural issues in using ICT.</b></p> <p>Identify the levels of ICT knowledge and skills among EAL/D learners.</p> <p>Explicitly monitor expectations of safe, responsible and ethical use of ICT.</p> <p>Understand the need for and provide explicit teaching on resource-based learning, including how to annotate sources, identify key words, take notes and use their own words to make clear their understanding. Provide support over time to cater for the progression of complexity in RBL.</p> <p>Understand that plagiarism may stem from not having the background knowledge and depth of vocabulary to write in their own words and also from cultural norms of referencing an expert. Explain the expectations of academic practice in Australia.</p> <p>Support students with strategies to reduce their felt need to plagiarise, eg scaffold students writing in their own words by teaching the vocabulary and language patterns of topics or tasks, and identifying key words from texts.</p> <p>Help students understand the potential impact of their choices on social media and the need to be careful.</p>	<p><b>Model, and support colleagues to develop, strategies that respond to EAL/D and intercultural issues in using ICT.</b></p> <p>Work with colleagues to identify levels of ICT knowledge and skills among EAL/D learners and to develop strategies that address issues and build language knowledge and skills in relation to specific tasks involving ICT.</p> <p>Build the language knowledge and skills that students need for effective resource-based learning and to avoid plagiarising, eg paraphrasing, critically evaluating sources and content, understanding the structure of a text in order to pinpoint required information using their own voice, and referencing sources.</p> <p>Include plagiarism as a curriculum topic and discuss different cultural views of plagiarism, clearly articulating expectations of academic practice in Australia.</p> <p>Support parents/carers in regard to understanding requirements associated with ICT tasks and issues associated with plagiarism.</p> <p>Include social media and ICT marketing as curriculum topics and discuss choices for safety.</p>	<p><b>Establish and implement policies to ensure the inclusion of strategies that respond to EAL/D and intercultural issues in using ICT.</b></p> <p>Ensure that all EAL/D learners and carers/parents understand the expectations in Australian schools for safe, responsible and ethical use of ICT.</p> <p>Review teaching practices in relation to ICT to ensure that they are supportive of the learning needs of EAL/D students.</p> <p>Initiate professional learning responsive to EAL/D issues in using ICT.</p> <p>Ensure that the school's website and social media sites reflect the cultural and linguistic diversity of the student cohort and clearly value diversity, inclusion and respect for others.</p>
--	--	--	--	---



## **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	<b>Assess student learning</b>	<i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</i>	<i>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</i>	<i>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.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum EAL/D Teacher Resource: - EAL/D Learning Progression: Foundation to Year 10</p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf</a></p> <p>Australian Curriculum EAL/D Teacher Resource: <b>Student illustrations of the EAL/D Learning Progression</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf</a></p>	<p><b>Demonstrate understanding of the language-and-culture demands of assessment tasks and the relationship between EAL/D proficiency and subject area content learning.</b></p> <p>Show understanding of the importance of initial and recurrent assessment to identify needs for targeted EAL/D support.</p> <p>Demonstrate awareness of local and national EAL/D curriculum and assessment documents as a resource to inform assessment practices.</p> <p>Understand the importance of involving EAL/D learners in their own assessment for learning.</p> <p>Demonstrate awareness of the need to explicitly connect teaching and learning practices with assessment tasks and criteria.</p> <p>Seek advice from EAL/D specialists on the development and use of assessment practices that allow EAL/D learners to demonstrate their knowledge and skills at their own level of EAL/D proficiency.</p>	<p><b>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.</b></p> <p>Undertake initial and recurrent assessment to identify needs for targeted EAL/D support.</p> <p>Use local and national EAL/D curriculum and assessment documents as a resource to inform assessment practices.</p> <p>Involve EAL/D learners in their own assessment as part of assessment for learning.</p> <p>Design assessment tasks and criteria for EAL/D learners that explicitly build on prior teaching and learning practices.</p> <p>Collaborate with EAL/D specialists on the selection and use of assessment practices that allow EAL/D learners to demonstrate their knowledge and skills at their own level of EAL/D proficiency.</p>	<p><b>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.</b></p> <p>Develop and apply a comprehensive range of formative and summative EAL/D assessment practices, in ways that comply with curriculum requirements and local and/or national EAL/D assessment documents, and that consider listening, speaking, reading/ viewing and writing in all curriculum areas.</p> <p>Support colleagues to evaluate whether their assessment practices sufficiently involve EAL/D learners in their own assessment, allow them to demonstrate their knowledge and skills at their own level of EAL/D proficiency, and explicitly build on prior teaching and learning.</p> <p>Regularly monitor students' EAL/D progress using national or local EAL/D learning progressions and processes, and inform teachers.</p>	<p><b>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.</b></p> <p>Develop and monitor strategies to support teachers to use EAL/D assessment data to evaluate effectiveness of ongoing teaching programs, diagnose learning needs and plan teaching and targeted EAL/D support accordingly.</p>
--	--	---	---	--



	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.2	Provide feedback to students on their learning	<i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</i>	<i>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</i>	<i>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.</i>	<i>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</i>

### Elaboration for teachers and leaders working with EAL/D learners

		<p><b>Demonstrate understanding that feedback must be sensitive to students' EAL/D proficiency and the language-and-culture demands of the task.</b></p> <p>Demonstrate understanding that assessment criteria need to address the language-and-culture demands of the task and that feedback to students needs to be inclusive of these demands.</p> <p>Show awareness of local and national EAL/D progressions as a basis for providing feedback at the point of growth for the EAL/D learner.</p>	<p><b>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.</b></p> <p>Provide feedback using language appropriate to the students' curriculum and EAL/D proficiency and intercultural competence.</p> <p>Be sensitive as to whether and when to give feedback on EAL/D use so that students' risk-taking is supported.</p> <p>Work with an EAL/D specialist to use local and national EAL/D progressions as a basis for providing feedback at the point of growth for the EAL/D learner.</p>	<p><b>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.</b></p> <p>Use a deep understanding of the language-and-culture demands of tasks to provide immediately applicable feedback at whole text, grammar and word level, having in mind potential transfer value for the student.</p> <p>Support teachers to use local and national EAL/D progressions as a basis for providing feedback at the point of growth for the EAL/D learner.</p>	<p><b>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.</b></p> <p>Establish processes to monitor teachers' provision of feedback in line with local and national EAL/D progressions.</p>
--	--	--	---	--	--

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.3	<b>Make consistent and comparable judgements</b>	<i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</i>	<i>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</i>	<i>Organise assessment moderation activities that support consistent and comparable judgements of student learning.</i>	<i>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</i>

### Elaboration for teachers and leaders working with EAL/D learners

<p>Australian Curriculum: <b>EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf</a></p> <p>Australian Curriculum <b>EAL/D Teacher Resource - Student illustrations of the EAL/D Learning Progression</b></p> <p><a href="http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf">http://www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf</a></p>	<p><b>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.</b></p> <p>Demonstrate awareness of the model of language underpinning the documents.</p> <p>Demonstrate awareness of how language items increase in complexity across levels of proficiency.</p> <p>Attend moderation of EAL/D assessments with colleagues.</p>	<p><b>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.</b></p> <p>With support, identify the increase in complexity across levels of proficiency in national EAL/D curriculum and assessment documents, and then deconstruct students' texts in terms of that increasing complexity.</p>	<p><b>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.</b></p> <p>Demonstrate thorough comprehension of local and national EAL/D learning progressions, and the capacity to explain these to colleagues.</p> <p>Support colleagues to identify the increase in complexity across levels of EAL/D proficiency and deconstruct students' texts in terms of that increasing complexity.</p> <p>Advocate for non EAL/D specialists' involvement in moderation and collection of system EAL/D data.</p>	<p><b>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.</b></p> <p>Ensure EAL/D data required for the system is based on accurate judgements.</p> <p>Support non EAL/D specialists' involvement in moderation and collection of system EAL/D data by resourcing professional learning and collaboration with EAL/D specialists.</p>
--	---	--	--	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.4	Interpret student data	<i>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</i>	<i>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</i>	<i>Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</i>	<i>Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>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.</b></p> <p>With the support of EAL/D specialists, access the data history of EAL/D learners to gain some understanding of their learning progression, including their EAL/D progress and needs.</p>	<p><b>Collaborate with EAL/D specialists to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and modify teaching practices accordingly.</b></p> <p>Working with an EAL/D specialist, access and use EAL/D students' data history to identify their learning progression, including their EAL/D progress and needs.</p> <p>Demonstrate awareness that any text produced by students provides data on language and conceptual understanding simultaneously, and can be used to inform teaching points and level of scaffolding.</p>	<p><b>Support colleagues to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and to modify teaching practices accordingly</b></p> <p>Support colleagues to use EAL/D students' data history to identify their learning progression and what language they still need for curriculum success.</p> <p>Model capacity to read formative assessment data of EAL/D learners in terms of language, cultural and conceptual needs and to select from a range of strategies for modifying teaching practice.</p> <p>Gather a broad range of data, including EAL/D progression, wellbeing, participation and family data, to gain deeper insight into EAL/D learners' curriculum achievements and factors affecting them.</p> <p>Assist colleagues to gain insight into EAL/D learners' curriculum achievements and factors affecting them.</p>	<p><b>Collaborate with EAL/D specialists to facilitate all teachers' understanding of EAL/D assessment data and data history, and its implications for teaching practice.</b></p> <p>Co-ordinate Year Level teams and faculty teams to interpret EAL/D data relevant to identifying learner needs and making appropriate plans and provision for EAL/D learners.</p> <p>Interpret school wide data on EAL/D learners and implications for teaching and learning.</p> <p>Support initiatives for tracking and analysing progress over time for specific cohorts of EAL/D learners.</p>
--	---	---	--	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.5	Report on student achievement	<i>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.</i>	<i>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</i>	<i>Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</i>	<i>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</i>

### Elaboration for teachers and leaders working with EAL/D learners

	<p><b>Connect with EAL/D specialists and intercultural officers to learn about ways of appropriately reporting to parents/carers of EAL/D learners.</b></p> <p>Understand that reporting to students and parents/carers of EAL/D learners requires intercultural skills.</p> <p>Demonstrate awareness of the importance of keeping accurate records on EAL/D learners, including their EAL/D development, in order to make informed decisions.</p> <p>Demonstrate awareness of the EAL/D reporting requirements for systems' purposes.</p>	<p><b>Collaborate with EAL/D specialists and intercultural officers to report clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.</b></p> <p>Keep accurate records on EAL/D learners, including their EAL/D development, in order to have informed discussions and make informed decisions about them.</p> <p>Comply with EAL/D reporting requirements for systems' purposes.</p>	<p><b>Work with intercultural officers to develop guidelines for reporting clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.</b></p> <p>Support colleagues to understand how to report about learning EAL/D, learning through EAL/D and learning about EAL/D.</p> <p>Support colleagues to comply with EAL/D reporting requirements for systems' purposes.</p> <p>Advocate for the appropriate use of intercultural officers/interpreters for reporting to parents/carers of EAL/D learners</p> <p>Collaborate with colleagues to identify barriers to the effective flow of information regarding EAL/D learners.</p>	<p><b>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.</b></p> <p>Lead initiatives to enhance the validity and reliability of EAL/D assessment and reporting in the school.</p> <p>Establish processes through which EAL/D data is routinely reported to teachers and intercultural officers, including when EAL/D learners transition into the school, and the definition of EAL/D learner needs.</p> <p>Establish transition processes inclusive of the needs of EAL/D learners.</p>
--	--	---	--	---





## 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	<i>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</i>	<i>Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</i>	<i>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.</i>	<i>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.</i>

### Elaboration for teachers and leaders working with EAL/D learners

EAL/D Elaborations: <a href="http://www.tesol.org.au/resources">www.tesol.org.au/resources</a>	<p><b>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.</b></p> <p>Access EAL/D knowledge sources to increase understanding of the EAL/D Elaborations.</p> <p>Demonstrate understanding of the importance of reflective practice linked to data on EAL/D students' progress in learning English, learning through English and learning about English.</p>	<p><b>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.</b></p> <p>Work with EAL/D knowledge sources to increase understanding of the EAL/D Elaborations in order to prioritise professional learning needs.</p> <p>Actively engage in reflective practice linked to data on EAL/D students' progress in learning English, learning through English and learning about English.</p>	<p><b>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.</b></p> <p>Collaborate with colleagues to increase understanding of the EAL/D Elaborations in order to prioritise professional learning needs.</p> <p>Model and promote reflective practice linked to data on EAL/D students' progress in learning English, learning through English and learning about English.</p> <p>Collect data on EAL/D students' progress and engagement to inform the design of professional learning for colleagues.</p> <p>Support pre-service teachers to improve classroom practice in working with EAL/D learners.</p>	<p><b>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.</b></p> <p>Collaborate with colleagues to increase understanding of the EAL/D Elaborations in order to prioritise professional learning needs.</p> <p>Model and promote reflective practice linked to data on EAL/D students' progress in learning English, learning through English and learning about English.</p> <p>Collect data on EAL/D students' progress and engagement to inform the design of professional learning for colleagues.</p> <p>Support pre-service teachers to improve classroom practice in working with EAL/D learners.</p>
---	---	--	---	---

	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

<p>Australian Council of TESOL Associations <a href="http://www.tesol.org.au/">www.tesol.org.au/</a></p>	<p><b>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.</b></p> <p>Consult with EAL/D specialists for information about the EAL/D infrastructure and external sources of professional learning, including EAL/D teacher associations, websites and community organisations.</p>	<p><b>Participate in professional learning to develop EAL/D knowledge and practice targeted to personally identified professional needs.</b></p> <p>Engage in personal inquiry and reflective practice on working with EAL/D learners, drawing on a range of EAL/D knowledge sources, including EAL/D teacher associations, websites and community organisations.</p>	<p><b>Engage in high quality EAL/D professional learning and initiate EAL/D professional learning for colleagues that is targeted to their identified needs.</b></p> <p>Engage in personal inquiry and reflective practice on teaching EAL/D and supporting colleagues, drawing on a range of EAL/D knowledge sources, including EAL/D teacher associations, websites and community organisations.</p> <p>Access, critique and apply research relevant to effectively supporting EAL/D learners.</p> <p>Study for tertiary qualifications in EAL/D.</p> <p>Offer quality placements for pre-service teachers where applicable.</p>	<p><b>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.</b></p> <p>Model personal inquiry and reflective practice on teaching EAL/D and supporting colleagues, drawing on a range of EAL/D knowledge sources, including EAL/D teacher associations, websites and community organisations.</p> <p>Support data collection/research focused on EAL/D learning and teaching.</p> <p>Provide quality opportunities and placements for pre-service teachers to work with EAL/D learners.</p> <p>Encourage and support reflective practice and participation in external professional learning relevant to working with EAL/D learners.</p>
--	--	---	--	---

	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

		<p><b>Access a range of EAL/D knowledge sources for feedback to improve professional knowledge and practice in supporting EAL/D learners.</b></p> <p>Apply constructive feedback from EAL/D knowledge sources and reflect on the informal feedback provided by EAL/D learners in response to changes in practice.</p>	<p><b>Engage with EAL/D knowledge sources to improve professional knowledge and practice in supporting EAL/D learners.</b></p> <p>Seek and apply feedback from a range of personnel including EAL/D specialists, intercultural officers, EAL/D learners and families, and other colleagues working with EAL/D learners.</p> <p>Collaborate with EAL/D specialists and intercultural officers to collect and analyse data related to the outcomes of EAL/D learners.</p>	<p><b>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.</b></p> <p>Provide constructive feedback to colleagues about EAL/D students' progress and/or issues, as well as strategies for improving teaching, including conversing explicitly about texts, grammar, learning strategies and assessment.</p> <p>Collaborate with colleagues to collect and analyse data related to the outcomes of EAL/D learners.</p> <p>Provide EAL/D modelling and mentoring support for individual teachers and intercultural officers as required.</p>	<p><b>Support professional dialogue in a range of forums to improve EAL/D professional knowledge and practice, and the educational outcomes of EAL/D learners.</b></p> <p>Support the constructive provision and use of feedback, as well as the collection and analysis of data related to the outcomes of EAL/D learners.</p>
--	--	---	---	--	---

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.4	Apply professional learning and improve student learning	<i>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</i>	<i>Undertake professional learning programs designed to address identified student learning needs.</i>	<i>Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</i>	<i>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</i>

### Elaboration for teachers and leaders working with EAL/D learners

		<p><b>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.</b></p> <p>Demonstrate understanding of the links between teacher proficiency in EAL/D pedagogies and outcomes for students, recognising the relationship between low English proficiency, future pathways and employment, as well as the link between school outcomes and participation in the criminal justice system.</p>	<p><b>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.</b></p> <p>Be responsive to the links between teacher proficiency in EAL/D pedagogies and outcomes for students, recognising the relationship between low English proficiency, future pathways and employment, as well as the link between school outcomes and participation in the criminal justice system.</p> <p>Understand the compounded effects of being an EAL/D learner in conjunction with additional factors such as dealing with trauma, autism, learning difficulties, or physical disabilities.</p> <p>Consult with EAL/D specialists and engage in related professional learning.</p>	<p><b>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.</b></p> <p>Articulate the links between teacher proficiency in EAL/D pedagogies and outcomes for students, clarifying the relationship between low English proficiency, future pathways and employment, as well as the link between school outcomes and participation in the criminal justice system.</p> <p>Assist colleagues to understand the compounded effects of being an EAL/D learner in conjunction with additional factors such as dealing with trauma, autism, learning difficulties, or physical disabilities.</p>	<p><b>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.</b></p> <p>Initiate collaborative evaluation of professional learning in terms of its value for improving EAL/D student outcomes.</p> <p>Advocate for teacher engagement in professional learning activities that address the needs of EAL/D students.</p> <p>Advocate for professional learning opportunities that attend to the multiple factors which may affect learning among EAL/D students.</p>
--	--	--	--	--	--





## 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	<i>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</i>	<i>Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</i>	<i>Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</i>	<i>Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</i>

### Elaboration for teachers and leaders working with EAL/D learners

		<p><b>Understand and apply principles of cultural and linguistic inclusivity, developing appreciation for respect and reciprocity in intercultural relationships.</b></p> <p>Demonstrate awareness of multiculturalism, multilingualism, bidialectalism, reconciliation and anti-racism as a social context of teaching.</p> <p>Recognise forms of discrimination in classroom, collegial and community contexts.</p>	<p><b>Establish consistent practices of cultural and linguistic inclusivity, actively developing respect and reciprocity in intercultural relationships.</b></p> <p>Understand professional ethics within the social context of multiculturalism, multilingualism, bidialectalism, reconciliation and anti-racism.</p> <p>Strive to be free of discrimination in classroom, collegial and community interactions.</p>	<p><b>Model high ethical standards related to cultural and linguistic inclusivity, and support colleagues to develop respect and reciprocity in intercultural relationships.</b></p> <p>Support colleagues to understand professional ethics within the social context of multiculturalism, multilingualism, bidialectalism, reconciliation and anti-racism.</p> <p>Act without discrimination in classroom, collegial and community interactions.</p>	<p><b>Advocate for high ethical standards related to cultural and linguistic inclusivity, and for practices of respect and reciprocity in intercultural relationships.</b></p> <p>Collaborate with EAL/D specialists and intercultural officers to provide professional learning that supports interpretation of codes of ethics and conduct within the social context of multiculturalism, multilingualism, bidialectalism, reconciliation and anti-racism.</p>
--	--	---	---	--	--

	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

		<p><b>Understand the administrative and organisational requirements for working with EAL/D students and their families.</b></p> <p>Ask for support regarding relevant procedures, eg working with intercultural officers, communicating with EAL/D parents, using interpreters, and whole-school processes regarding the assignment of EAL/D proficiency levels.</p>	<p><b>Understand and comply with administrative and organisational requirements for working with EAL/D students and their families.</b></p> <p>Fine-tune practices and interactions for working with intercultural officers, communicating with EAL/D parents, using interpreters and contributing to whole-school processes regarding the assignment of EAL/D proficiency levels.</p>	<p><b>Support colleagues to review and interpret administrative and organisational requirements for working with EAL/D students and their families.</b></p> <p>Model high quality practices and interactions when working with intercultural officers, communicating with EAL/D parents, using interpreters and contributing to whole-school processes regarding the assignment of EAL/D proficiency levels.</p>	<p><b>Initiate, develop and implement relevant administrative and organisational requirements for working with EAL/D students and their families.</b></p> <p>Collaborate with EAL/D specialists and intercultural officers to support the development and implementation of relevant administrative and organisational processes.</p> <p>Ensure system requirements for the collection of EAL/D data are planned for and resourced.</p>
--	--	--	--	--	---

	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

	<p><b>Understand the opportunities and strategies for engaging with EAL/D parents/carers with respect and reciprocity regarding their children's learning and wellbeing.</b></p> <p>Discuss with EAL/D specialists and intercultural officers the possible insights and experiences that students' families and community members may bring to teaching practice.</p> <p>Be aware of the likely need for and processes of using bicultural and bilingual support when engaging with parents/carers.</p>	<p><b>Establish and maintain respectful collaborative engagement with EAL/D parents/carers regarding their children's learning and wellbeing.</b></p> <p>Reflect on experiences of engaging EAL/D parents and fine-tune practice accordingly, discussing with EAL/D specialists and intercultural officers.</p> <p>Use bicultural and bilingual support when engaging with parents/carers as needed.</p>	<p><b>Model respectful reciprocal engagement with EAL/D parents/carers, regarding their children's learning and wellbeing, and the educational priorities of the school.</b></p> <p>Support colleagues to engage respectfully and reciprocally with EAL/D parents/carers, and to encourage their participation in school activities.</p> <p>Recognise the barriers for parent engagement and advocate for support to overcome these barriers (eg transport, interpreters).</p> <p>Use and advocate for the provision of bicultural and bilingual support when engaging with parents/carers as needed.</p>	<p><b>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.</b></p> <p>Ensure that parents and students of EAL/D background are consulted and supported to participate (eg transport, interpreters) in all areas of school life, such as sports, arts, decision making groups, and special events or projects such as Harmony Day or a mural celebrating diversity.</p> <p>Use a range of strategies, including bicultural and bilingual support, to ensure that communities, families and students are fully aware of the expectations of schools, and how conflict and racism will be dealt with.</p>
--	---	--	---	---

	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

<p>Australian Council of TESOL Associations <a href="http://www.tesol.org.au/">www.tesol.org.au/</a></p>	<p><b>Understand the role of EAL/D teacher networks and external professionals in supporting EAL/D education and teacher practice.</b></p> <p>Consult with EAL/D specialists for information about EAL/D infrastructure, teacher associations, and other resources.</p>	<p><b>Participate in EAL/D teacher networks and engage with external EAL/D professionals to broaden knowledge and improve practice.</b></p> <p>Develop an appreciation of the nature of EAL/D specialist knowledge and practice.</p>	<p><b>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.</b></p> <p>Initiate interaction with colleagues regarding specialist knowledge and practice in working with EAL/D learners and their families.</p> <p>Know the EAL/D agencies and relevant community organisations and personnel, and the protocols for engaging them.</p> <p>Effectively engage external support services to meet the wellbeing needs of EAL/D students.</p> <p>Participate in community events that celebrate cultural and linguistic diversity.</p> <p>Support intercultural officers to participate in professional learning.</p>	<p><b>Encourage and support staff participation in EAL/D networks and external learning opportunities, as well as community events that foster intercultural understanding.</b></p> <p>Collaborate with EAL/D specialists and intercultural officers to build community partnerships that support understandings of cultural and linguistic diversity and their relevance to the curriculum.</p> <p>Support opportunities for cultural excursions and travel as a basis for broadening intercultural competencies.</p>
--	---	--	--	--







Australian Council of TESOL Associations (ACTA)  
May, 2015