TEACHERS' PROFESSIONAL LEARNING

Dr Kathy Rushton

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Gamilaraay & Yuwaalaraay songs
Yugal

Compiled by the Yuwaalaraay Language Program p.22

Gamilaraay

- Giirr biruu nhama wirridaha baawaadhi, baawaadhi
- Giirr biruu nhama wirridha baawaadhi,
- Biruu

English

- There’s a hole in the honey dish, my sister, my sister
- There’s a hole in the honey dish, my sister
- A hole

Jabberwocky - Lewis Carroll

Twas brillig and the slithy toves

Did gyre and gimble in the wabes

All mimsy were the borogroves

And the mome raths outgrabe.

Beware the Jabberwock, my son!

The jaws that bite, the claws that catch!

Twas brillig and the slithy toves

Did gyre and gimble in the wabes

All mimsy were the borogroves

And the mome raths outgrabe.

Beware the Jabberwock, my son!

The jaws that bite, the claws that catch!”

Protolanguage is developed before young children are fluent speakers and it develops in **context through interaction** just as literacy does

- The development of oral language is the basis for literacy development as it is the initial mode for development of vocabulary and understanding of grammar and syntax. **Meaning making is central to reading , it** is the key motivator for reading or writing or interacting orally. We all want to r**equest** or **demand, describe, comment** or just **play** – words can help us do that
- ”with little kids learning to read, like it’s so screaming obvious that if they aren’t reading about stuff, they’ve got the concept of…about their own experiences…they haven’t got a mindset for what they’re reading. So of course, they’re not going to read for comprehension they’re just going to decode words, that’s a waste of time.”

(Reading Recovery Teacher, Rushton , 2014)

The Reverend William Watson 1839 Wiradjuri children

Penny van Toorn (2006) "*Writing never arrives naked.*" *P.35*

"The children taught to read at the Mission House are much attached to books, consider it a severe punishment to be deprived of them, and prefer the present of a new one to almost anything else. While they are learning the Alphabet, and to spell, they feel no interest, and the work of instruction is tedious to both the teacher and the pupil; but when they have overcome these preliminary difficulties, and are able to read so as to understand, their attention becomes excited; they begin to feel a pleasure in the employment and never appear to be wearied with it."

Strong Beginnings:
Report of the Teacher Education Expert Panel 60723.

The report includes 14 recommendations to improve teacher training and better prepare teachers for the classroom.

- **CORE CONTENT 2:**
- **Appropriate subject matter expertise in the effective teaching of literacy, including the explicit teaching of phonics in early reading and the explicit teaching of reading and writing in subjects other than English.**
- **CORE CONTENT 4: CULTURAL RESPONSIVENESS INCLUDING EAL/D STUDENTS**
- **About the cultural diversity within classrooms and communities in Australia**, and in the local context, **to understand and value the perspectives of diverse groups** including EAL/D and First Nations students.

‘Exploring pre-service teachers’ perceptions about their linguistic knowledge: implications for initial teacher education’

- …most participants reported little use of individual language skills within their ITE programs and stated that their linguistic knowledge and understandings were mostly ignored. Shufen states: *I’m trying to recall like an event where I had to speak the language that I speak but there was none so far*, and Paarul: *I never had any such experience where the university tried to connect with me or try to utilise the skills.* These comments support the view that universities and ITE maintain monolingual standards which privilege English (Qi et al., 2025; Van der Walt, 2013).

D’Warte, J. & Rushton, K. (2026).

‘Teachers’ perceptions about their work with EAL/D students in a standards-based educational context’

- … If you don’t know what EAL/D is, or if you know what it is but you don’t know how to do it, you’d just go straight to learning support… and put him in the phonics group and leave him there.
- Before I came the Learning Support teacher said to me that a New Arrival, who’s a Russian speaker, would be better at his vowels if he lost his Russian accent. **(Laughter.)** Don’t laugh she was being sincere. I said it might be years before he loses his accent and he might not ever as he is trying very hard to keep it…

Nguyen & Rushton (2022)

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