

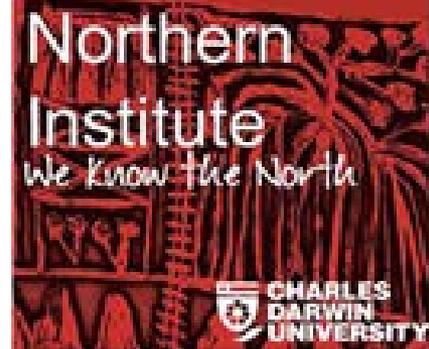
Student language learning needs in red dirt communities

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Northern Institute presents...

People*Policy*Place 2015

SEMINAR SERIES



EAL/D Elaborations of the Australian Professional Standards for Teachers



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

* All areas shaded in grey taken from the Australian Professional Standards for Teachers. Access the Standards at www.aitsl.edu.au/APST

Design of the Elaborations

The EAL/D Elaborations have drawn on:

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

What do we know about the language learning needs of English as an Additional Language Learners?

From the Australian Council of ATESOL Associations Elaborations of the Australian Professional Standards for Teachers

	Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.2	Understand how students learn	<i>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</i>	<i>Structure teaching programs using research and collegial advice about how students learn.</i>	<i>Expand understanding of how students learn using research and workplace knowledge.</i>	<i>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</i>

Elaboration for teachers and leaders working with EAL/D learners

Australian Curriculum: EAL/D Teacher Resource – Overview and Advice

www.acara.edu.au/verve/_resources/EALD_Overview_and_Advice_revised_February_2014.pdf

Australian Curriculum: EAL/D Teacher Resource – EAL/D Learning Progression: Foundation to Year 10

www.acara.edu.au/verve/_resources/EALD_Learning_Progression_revised_February_2014.pdf

Australian Curriculum EAL/D Teacher Resource – Student illustrations of the EAL/D Learning Progression

www.acara.edu.au/verve/_resources/Student_Illustrations_of_the_EALD_Learning_Progression_revised_February_2014.pdf

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.

Appreciate the pivotal role of explicit teaching, oral language activities and concrete examples to extend EAL/D vocabulary for both social and academic learning.

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.

Appreciate that listening to an unfamiliar language is difficult and tiring for EAL/D learners. Lack of attention may indicate a lack of comprehension.

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.

Be aware of national and local resources which describe typical EAL/D learning progressions.

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.

Recognise that both subject content and social activities are culture bound and may present difficulties for participation and learning.

Recognise that EAL/D learners' sense of wellbeing, belonging and being valued is critical to their learning.

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.

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.

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.

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.

Demonstrate an in-depth understanding of theories of learning additional languages.

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.

Expand knowledge of EAL/D learners' languages or dialects and how these differ from or connect with Standard Australian English.

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.

Explain typical EAL/D learning progressions, the progression of academic language demands across the curriculum, and diversity of learning progressions, plateaus and fossilisation.

Use recognised EAL/D Learning Progressions to lead schoolwide processes that evaluate and improve EAL/D learners' linguistic and cultural access to the curriculum.

Collaborate with EAL/D specialists and draw on EAL/D resources to lead schoolwide processes that:

1. 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.
2. review EAL/D learners' linguistic and cultural access to the curriculum.
3. evaluate the effectiveness of teaching programs in relation to national and local resources which describe typical EAL/D learning progressions.

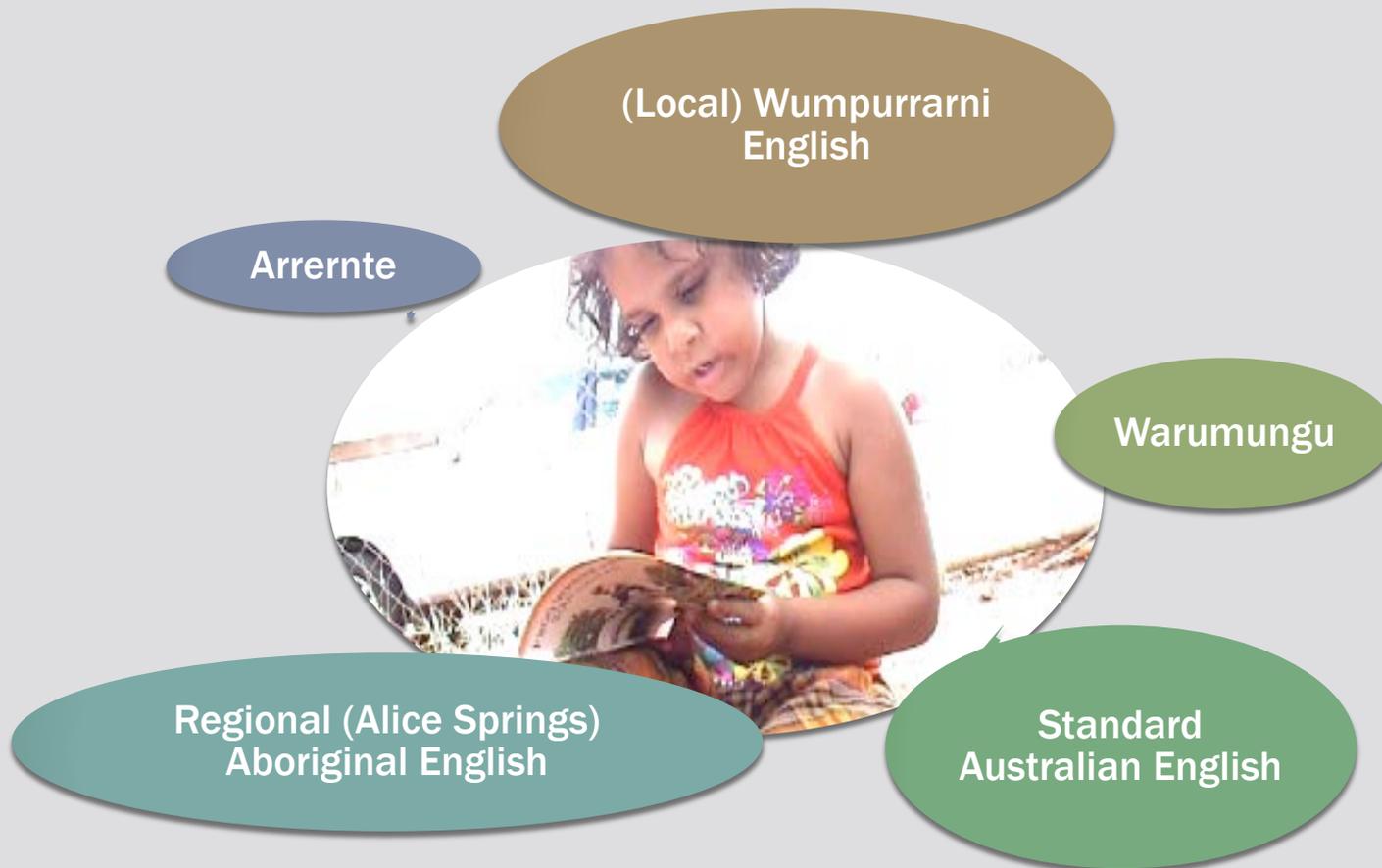
What do we know about the language learning needs of English as an Additional Language Learners?

Second Language Acquisition research

'Turns' in Second Language Acquisition and Multilingualism Theory & Research

- Cognitive task of languages learning has been respecified through sociocultural phenomenon in Vygotskian theory (Ortega, 2013)
- Embodied sociocognitive adaptation in the usage-based family of SLA approaches
- Centrality of learner identity and learner motivation (May 2011; Garcia & Sylvan 2011)
- Socio-political nature of languages status; heritage and minority languages
- Acknowledgement of existing bi/multilingual repertoires of language learners
 “all the languages in the multilinguals’ repertoire complement ‘one another to produce the type of composite language competence that suits their needs’ (Kachru, 1994, also Cummins 2007).
- Attention to language use, not missed targets. New formulations of practice - translanguaging, plurilingual practices (Garcia & Kleifgen, 2010)

Multilingual repertoires – dynamic, uneven



Active
(Productive)
versus
Passive
(Receptive)
Language
knowledge

Literate
versus Oral
language
knowledge

Language
types &
language
status

Remote Student Languages Learning Needs – 3 Ways Strong

For traditional languages	Supporting students to learn through their heritage language in classroom instruction or language maintenance programs, or to learn their heritage through language teaching or revitalisation initiatives
For contact languages	Recognising the spoken language used for everyday communication by many students with their peers, family
For Standard English	Engaging students with the main language of educational instruction and/or national & international exchanges by respectful, explicit and meaningful language teaching

Adapted from Angelo and Carter 2015. p 130)

Remote Education Systems Project - Research Questions

- RQ1 What is education for in remote Australia and what can/should it achieve?
- RQ2 What are 'successful' educational outcomes?
- **RQ3 How does teaching need to change in order to achieve 'success'?**
- RQ4 What would an effective education system in remote Australia look like?

Data Sources

- Community surveys in 10 remote communities;
- Observations from site visits in 3 jurisdictions (WA, SA, NT);
- 35 Individual or small group semi-structured interviews, each lasting generally between 1 and hours
- Engagement of over 200 remote education stakeholders in formal focus group discussions (20 Thinking Outside The Tank sessions);
- Dare to Lead Snapshots in 31 Very Remote schools;
- Reading of the relevant research literature; and
- Publicly available datasets (my school and Census)

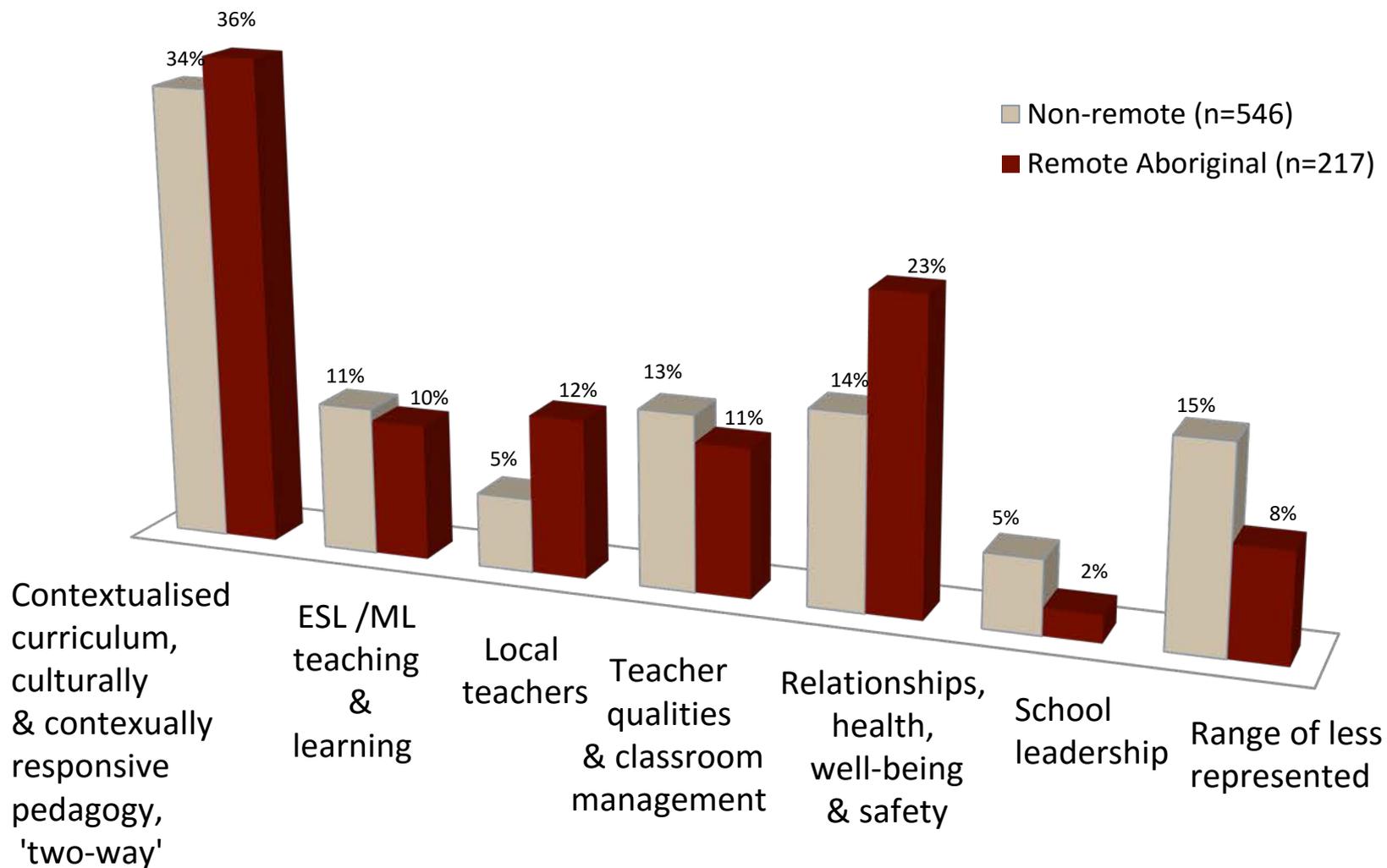
Overview Of Document Sources

Document source	All Sources	All coding references*	Remote Aboriginal references*	Number of unique participants
Interviews and focus groups	45	2501	523	250
Field notes and observations	12	111	0	0
Secondary sources/reports created by or for RES	10	856	603	~800
Butchers papers and whiteboards	20	197	0	0
Total	87	3665	1126	

What do we know about the language learning needs of English as an Additional Language Learners?

Remote Education Systems Project research

Successful Teaching



ESL and ML Teaching and Learning

- *Learning to speak English, learning the sounds by learning a lot of words, meaningful words, having a vocabulary, understanding that when you learn a word like 'to jump', the actual like 'to jump a queue' or 'jump in the car' or 'jump straight to page 3' and all of those extended meanings, you've got all of that additional knowledge that if we don't really build that up... (Teacher, NT)*
- *Until you learn a second language, you really don't understand language. I know when I learnt English right through, went through university whatever and it was only when I started learning Pitjantjatjara that I kind of understood how languages work. You don't really understand your own language, you absorb it (Teacher on the Pit Lands)*

ESL and ML Teaching and Learning

- *I think with the literacy acquisition as well, I think it's really important to acknowledge the place that literacy should play in first language first. What we ask students on a daily basis is to skip multiple developmental levels in having to acquire the understanding of a concept, different phonology, orthography, all of these different things by trying to teach them English literacy without really doing any of the other work that could give them a firmer foundation in the literate understanding (Teacher, APY Lands)*
- *Teachers don't have knowledge of English grammar let alone grammar for kids who might come into school not speaking English. Teachers in general and I know some teachers have a meta language to talk about and understand the grammar of English but the majority don't. That's a big gap in our capacity as teachers of EALD learners. Systemically, that's the biggest gap (NT Curriculum Officer).*

ESL and ML Teaching and Learning

- *They're always repeating, they're not always being pushed. It's like language classes and doing language teaching. You have all these new ones coming in and you have to go back to the start. Some children go through our language programs in primary school and can still only speak a few sentences. It's not a skill we do very well at (Teacher, NARIS meeting)*
- *If you look at the kids, we're working with students who have English as a second language. I'm probably cutting some people's throats here but I think it's sad that we're looking at uplifting aboriginal kids who are in this as a second language and we've got kids who don't know the first thing about teaching them (Teacher, Kimberly)*

Contextualised Curriculum+ Additional language learning

- *We can teach the kids to work in tourism on homelands. The school can teach the children to practice (what to say) in English to the tourists. This is why we need to teach the kids the language for the environment in English and Pitjantjatjara. Schools can do this. This approach prepares students for the money side (business/employment) and builds confidence, particularly in speaking English (Teacher, APY lands).*
- *Some of the words from old days are hard but still we want younger ones to learn. There are teenagers and young people who are married with kids who don't understand and don't use those words (Warlpiri educator, NT)*
- *Anangu have important stories for the children to learn, the dreaming tjukurpa, the land, family connections, culture and other learning. This is our foundation. If we are going to teach this new curriculum we must build it on top of the foundation that is already there. When we bring these two together, we will make it easier for our children to learn. Our children must learn our way first and then later they can learn in the different language. So if we want to close the gaps, we must change the way we teach the curriculum and this will help the children to learn (Katrina Tjitay, Pitjantjatjara educator)*

Both-ways and Two-ways + Additional language learning

- *I think it's a bit funny as well to imagine you can split your identities and be bi-dialectal or bilingual. You've got an English side and you've got a creole side and not one, I find that interesting. (RES006)*
- *They need AEW there to help teachers - both ways - they listen when you talking in English they know. That's really hard question listening and hearing is hard (Ernabella Survey Responses)*
- *“Make sure you tell them to be equal with us because we are equal to them. The government wants us to learn Kardiya (non-Aboriginal) way but they don't learn Yapa way. 'Two way' learning is about respect, we respect English, they have to respect our language. They say 'two way' but they don't learn. We all need to learn two way, Kardiya and Yapa because we are both equal.”(Warlpiri educators, message to the Australian House of Representatives Standing Committee in 2011, quoted in the Garma presentation)*

Pedagogy + Additional language learning

- *I think the teachers need to model more English for the children to learn (Ernabella Survey Responses, SA)*
- *Comprehension we struggle with so much because they learn the words and they can power off the sentence but they have no idea what it means (RT Teacher)*
- *Going back to your point, it does come back to good pedagogy. I think a lot of good teachers don't realise how much freedom they do have with working in communities. They could be doing all sorts of exciting things, working with communities. Perhaps it's in training. (WA educator)*

Addressing Remote Student Languages Learning Needs

1. Understand bi-/multilingualism, particularly in this context
2. Understand Second Language Acquisition
3. Support first language teaching, learning and use in instruction
4. English language awareness, some awareness of the interface between languages and dialects
5. Analyse the language demands of the curriculum content
6. Plan for and teach the language in which content is delivered

Policy for Remote Student Languages Learning Needs - NT

Indigenous Education Strategy

- Plan goal to develop and implement policy and programs for Indigenous Language and Culture programs in two year plan**
- EALD is absent from two or ten year plans, focus is on English language phonics**
- Recognition of bi-/multilingualism among student cohort absent from two or ten year plans**
- In ESL policy document developed 2014-2015 but no implementation strategy, not part of IES**

Addressing Remote Student Languages Learning Needs – Some open resources

http://www.tesol.org.au/files/files/531_60238_EALD_elaborations-Full_Version_Complete.pdf

https://www.cdu.edu.au/walking_talking_texts/

<http://indigenous.education.qld.gov.au/school/language-perspectives/Pages/default.aspx>

<http://leap.tki.org.nz/About-LEAP>

ESL in Anangu Schools: Teacher Development Course

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What is education for ?

