NSW Department of Education

English as an additional dialect (EAD) professional learning pathways for teachers

This resource is for teachers of Aboriginal and/or Torres Strait Islander students who have identified their students' home language as a dialect of English that is not Standard Australian English. These students can be described as English as an additional dialect (EAD) learner. These students speak a dialect of English which is often referred to as Aboriginal English and may require support to learn Standard Australian English, which is the dialect of English used in classrooms and in post-school work and study.

Many Aboriginal and/or Torres Strait Islander students in NSW Public schools use Aboriginal English as their main home dialect. Aboriginal English is a distinct dialect of English that is used by families and students in their local communities. Some students may use Aboriginal English as their main home dialect (Dialect 1: D1) and many Aboriginal and/or Torres Strait islander students will use Standard Australian English.

Not all Aboriginal and/or Torres Strait Islander students will use Aboriginal English. Aboriginal and/or Torres Strait Islander students who use Standard Australian English are not EAD learners.

This resource uses reflective questions about your knowledge of EAD resources and pedagogy to guide you to select from three professional learning pathways.

Self-reflection - to what extent do I understand the learning needs of EAD learners?

Reflective Questions	Foundational	Strong
I know that both Aboriginal English and Standard Australian English are dialects of English, and neither is linguistically better nor worse than the other (Haig, Konigsberg and Collard 2005)?		
I know that some Aboriginal and/or Torres Strait Islander students are learning English as an additional dialect (EAD) and require support to learn Standard Australian English used in the classroom?		
I understand that speaking Aboriginal English is part of many students' and their communities' cultural and linguistic identities, though they may not call the way they talk at home 'Aboriginal English'?		
I know Aboriginal and/or Torres Strait Islander students bring cultural resources to the classroom?		
I know Aboriginal and/or Torres Strait Islander students bring linguistic resources to the classroom?		
I know the importance of valuing and maintaining home dialects as a resource for learning in the classroom?		
I know the EAL/D Learning Progression makes reference to students learning Standard Australian English as an additional dialect		
I am aware of the information about EAL/D learners (including EAD) on NESA's Aboriginal students page and the Australian Curriculum's Supporting students for whom English is an additional language or dialect page		
I understand the support required for additional dialect acquisition		

Reflective Questions	Foundational	Strong
I understand the difference between BICS and CALP (staff only) and that this distinction is important in helping me develop Standard Australian English for my EAD learners		
I understand the concept of the mode continuum (staff only) and that I need to help my EAD learners develop academic language appropriate to the purpose of the task		
I understand the importance of building the field (staff only) to ensure all students in the lesson have the required background knowledge		
I understand that talking is a rich tool for learning both Standard Australian English and KLA content knowledge and can implement talking to learn (staff only) strategies in my teaching and learning		
I am aware of the Capability Framework, Teaching Aboriginal and Torres Strait Islander EAL/D learners		
I am aware of resources available at the Henry Parkes Equity Resource Centre, which include: • bidialectical classroom resources • talking books • resources to promote intercultural understanding • resources to strengthen my knowledge of students' diverse cultural and linguistic backgrounds and learning needs • Teaching EAD Learners kits		

Guide to the Professional learning pathways

Depending on how you responded to the above questions, the next step in this advice guide is for you to select the professional learning pathways with best suits your level of familiarity with EAD pedagogy and key resources.

1. Pathway 1: If your level of familiarity with EAD pedagogy and key resources is foundational (multiple ticks in the foundational column), then Pathway 1 may be the most appropriate pathway.
2. Pathway 2: If your level of familiarity with EAD pedagogy and key resources is mixed (largely an even amount ticks in both columns), then Pathway 2 may be the most appropriate pathway if you are familiar with all the resources in Pathway 1.
3. Pathway 3: If your level of familiarity with EAD pedagogy and key resources is strong (ticks in the strong column), then extending your knowledge of EAD pedagogy by engaging in sustained professional learning may be appropriate.

Most of the publications listed in References and further reading are available from the Henry Parkes Equity Resource Centre for loan.

Professional learning pathways

Pathway 1 – I'm beginning to realise that some of my Aboriginal and/or Torres Strait Islander students may need to learn Standard Australian English

- Read the Aboriginal Education and Multicultural Education policies, and consider how you and your school address the policies.
- Complete the modules on Aboriginal students in Curriculum planning for every student in every classroom.
- Read What is a dialect? (staff only) and complete the on demand online course Aboriginal ways of using English.
- Explore Aboriginal Education and Communities' webpage.
- Join the Aboriginal Education statewide staffroom.

Pathway 2 – Some understanding that Aboriginal and/or Torres Strait Islander students who speak a dialect other than Standard Australian English will require differentiation and scaffolding to develop Standard Australian English

- Explore the professional learning created for Staff development day Term 2 2023, and in particular, view the video called 'EAL/D education for Aboriginal students including the EAL/D Hub'.
- Use the Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners to understand best practice in EAD or EAL/D support for Aboriginal and/or Torres Strait Islander students.

Pathway 3 – Understand the need to differentiate for EAD students so that they can use SAE for school learning

To deepen knowledge, you could enrol in sustained professional learning:

- Deadly dialects self-access online course
- The EAL/D hub: Teaching Aboriginal and Torres Strait Islander EAL/D learners

References and further reading

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- Department of Education, WA Tracks to Two Way Learning

For further advice and support, please contact:

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