

Position title: EAL/D specialist teacher

Brief role statement

The TESOL* qualified EAL/D specialist teacher co-designs and implements teaching and learning programs to foster the development of English language, literacy and numeracy outcomes for students learning English as an additional language or dialect so they can access and continue learning in mainstream classrooms whilst developing their English language proficiency.

Statement of duties

- Interpret English language proficiency assessment data using knowledge of English language acquisition and linguistics to inform advice.
- Assess evidence and track growth of English language proficiency and guide teachers in consistent teacher judgement with the use of the ACARA EAL/D Learning Progression and the ESL scales.
- Identify the language and cultural demands of curriculum at text, sentence, and word levels. Co-design high challenge and high support learning sequences ensuring oral language underpins print literacy and include the scaffolding required to support learning through content.
- Advise on the provision of orientation, settlement, and welfare programs to meet the needs of newly arrived students including students from refugee backgrounds or with refugee like experiences.
- Plan culturally appropriate programs to meet the English language needs of students at a range of assessed language learning phases/ levels using principles and practices of evidence based EAL/D pedagogy.
- Support the dialect learning needs of Aboriginal students who are learning Standard Australian English as an additional dialect through accurate assessment of proficiency in standard Australian English for school learning and in the design and delivery of culturally appropriate pedagogical practices.
- Collaborate with class and subject teachers, and school executive, to co-design learning by guiding planning in differentiation for increasingly complex use of academic language across the stages of schooling.
- Co-teach in classes with EAL/D student learning needs, delivering learning and assessment which draws from models of both planned and contingent scaffolding.
- Support teachers to meet reporting requirements of English language proficiency for parents and carers in line with the Curriculum planning, assessing K-12 policy standard.
- Guide curriculum development to shape school educational practices, and mentor colleagues in EAL/D pedagogy and practice.

In the undertaking of their work EAL/D Specialist Teachers should not be used to provide relief for teachers and executive staff.

***Teachers occupying EAL/D specialist teaching positions who do not have TESOL qualifications may be supported to gain the necessary qualifications through the Teach and Learn Scholarship program.**