

# EAL/D specialist teachers

## Learning from Home

The role of EAL/D specialist teachers is critical during times of learning from home to ensure students who are learning English as an additional language or dialect are not further disadvantaged in their education. EAL/D specialist teachers can support classroom teachers to identify the needs of EAL/D learners in their classes, provide information about their students' levels of English language proficiency and provide expert knowledge about language learning and the scaffolding required to support the planning and delivery of learning from home lessons.

The role of the EAL/D specialist teacher should be fundamental to lesson planning for EAL/D students learning from home. EAL/D specialist teachers should not be used as casual teachers or to provide relief for classroom teachers as specialist support is a critical component for mitigating disruptions to learning for EAL/D students.

Face to face modes of EAL/D support such as co-teaching and small group instruction can still occur during learning from home. By using online communication tools and digital technologies, teachers of EAL/D students are able to cooperatively plan and assess students, as well as scaffold lessons using various tools such as Immersive reader.

EAL/D specialist teachers can:

- ensure that students at the early phases of learning English are provided with additional support and time to understand and engage with learning from home activities, ensuring that the language that students are expected to understand and produce is scaffolded. Scaffolding can include sequenced learning where language is modelled and provided for students (controlled support), opportunities for language to be practised (guided support) and opportunities for language to be transferred to new contexts (independent support).
- provide appropriate models of English language and opportunities for students to practise and develop their English language skills through spoken and written text examples.
- provide access to learning through 'message abundance' including the use of visuals, audio visual presentations, videos, graphic organisers and diagrams supported by spoken and written texts.
- support class teachers with strategies that incorporate students' home language using translanguaging pedagogies where possible.
- create and deliver collaborative and communicative learning tasks so students have opportunities to hear and use appropriate language in real contexts by increasing opportunities for interaction in learning by incorporating 'talking to learn' tasks in pair or group work so that students are learning to develop 'literate talk'.
- support class teachers to monitor progress in English language proficiency using the EAL/D Learning Progression to inform teaching and to ensure appropriate levels of support.
- support school leaders to identify and contact families requiring information provided through interpreting and translation.

For more information you may like to watch this short recording: [Supporting EAL/D learners during learning from home](#)

**Contact:**

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