



**AUSTRALIAN COUNCIL OF TESOL ASSOCIATIONS**

*Submission to*

**QUALITY INITIAL TEACHER EDUCATION REVIEW**

2 August 2021

## **1. INTRODUCTION**

The Australian Council of TESOL Associations (ACTA) welcomes the opportunity to make this submission to the Department of Employment, Education and Training's Review on Quality Initial Teacher Education.

Our submission focuses on (i) the knowledge, skills and dispositions that graduate teachers need to be successful teachers in Australia's cultural and linguistically diverse schools and (ii) the policy barriers that are currently preventing the graduate teachers from enabling such knowledge, skills and dispositions.

In this submission, we apply a broad understanding of initial teacher education as it relates to specialist EAL/D teaching. Entry to the specialist EAL/D field occurs through both pre-service and post graduate pathways. EAL/D accreditation can be gained by pre-service postgraduate (Master of Teaching) and undergraduate study (Bachelor of Education) as well as through postgraduate TESOL study. Both pathways are essential for access to the EAL/D teaching specialisation by teachers at all career stages. Proposals for reform of this area therefore require a whole-of-system perspective.

The submission is in two parts:

1. key understandings and supporting evidence base relating to the field of EAL/D learning and teaching, and
2. key issues preventing quality initial teacher education in relation to the EAL/D field with specific recommendations addressing these issues.

### **1.1 What is ACTA?**

ACTA is the peak professional body concerned with the teaching of English to speakers of other languages (TESOL). The Council comprises representatives from State and Territory TESOL associations, including their presidents. Association members include teachers, consultants, curriculum developers, teacher educators, other academics and researchers in the TESOL field in tertiary, VET and community education, and school and pre-school settings.

### **1.2 The nature, size and growth of the EAL/D student cohort in Australian schools**

There are in excess of 600,000 students from language backgrounds other than English (LBOTE) learning as English as their second or other language in schools throughout Australia. These students include:

- newly arrived students entering Australian schooling at any year from Kindergarten to Year 12
- Australian-born students in all years of schooling functioning at different levels of English language proficiency
- humanitarian entrants and asylum seekers with little or no previous formal schooling,

- migrant and international students with age-equivalent education.
- Kriol and Dialect speaking Indigenous students with varying degrees of exposure to Standard Australian English.

While EAL/D learners come from diverse cultural, socioeconomic and educational backgrounds, **English language proficiency** is the prime factor determining this student cohort's learning needs and potential educational disadvantage in Australia's English-medium schools and curriculum.

As shown in **Appendix A**, the great majority of EAL/D learners are enrolled in state and territory government schools. In 2018-19, they comprised some 13,576 new arrivals, 334,389 EAL/D learners in mainstream classrooms, an estimated 27,329 Indigenous EAL/D learners, and 185,322 international students, totalling 560,616 EAL/D learners altogether. In the Catholic education sector, there were over 14, 066 EAL/D learners in the mainstream, and 40,430 international students. Altogether, there were 601,046 EAL/D learners in schools comprising some 15.4 per cent of the total student population.

The last decade has seen dramatic growth in the number of students from migrant and refugee backgrounds needing EAL/D teaching support in Australian schools. ABS Census data indicate the number of school-aged respondents (0-19 years of age) who reported speaking 'not well' or 'not at all' increased from 117,158 in 2006 to 190,462 in 2016, an increase of 62 per cent.<sup>1</sup> This trend is confirmed by the two government education systems with the largest number of EAL/D students. The NSW Department of Education reported a 114 per cent increase in the number of EAL/D students (from 91,706 to 196,669) between 2009<sup>2</sup> and 2019<sup>3</sup>, while the Victorian Department of Education and Training reported 69 per cent growth in EAL/D students (from 47,625<sup>4</sup> to 80,516<sup>5</sup>) over the same period.

These figures reflect Australia's long standing immigration program and its growing Indigenous and culturally and linguistically diverse population. These trends and the eventual post-pandemic resumption of immigration mean that EAL/D learners will continue to make up a significant proportion of the school student population into the future.

The nature and scale of this linguistic diversity has major implications for quality teaching and quality teacher education in Australia. No primary or secondary graduate teacher can expect to teach in any Australian school or classroom where EAL/D learners with different levels of English language proficiency are not present. Graduates who enter the profession without an understanding of how to teach these students are ill-

---

<sup>1</sup> ABS Censuses 2006, 2016

<sup>2</sup> NSW Department of Education and Training 2009 Annual Report at: [document.pdf \(nsw.gov.au\)](#)

<sup>3</sup> NSW Department of Education and Training data bulletin [Schools: English as an additional language or dialect \(EAL/D\) learners 2015 to 2019 \(nsw.gov.au\)](#)

<sup>4</sup> Victorian Department of Education 2009 EAL Annual Report at: [eslreport09.pdf \(education.vic.gov.au\)](#)

<sup>5</sup> Victorian Department of Education 2019 EAL Annual Report at: [2019-eal-report.pdf \(education.vic.gov.au\)](#)

equipped to teach in Australian schools. EAL/D teacher education is not an option but a necessity.

### 1.3 The nature and progression of EAL/D learning in school

EAL/D learners are in the process of becoming bilingual or multilingual users of English. They enter the school system with a range of linguistic, cultural and cognitive skills, abilities and resources, all of which contribute to how and what they learn.

High order literacy and learning in schools requires all students to master the specialised academic language and disciplinary registers of the curriculum.<sup>6</sup> For students learning English as their second or other language, the risk of educational disadvantage comes from having insufficient levels of English to access, participate and succeed in the English-medium school curriculum.

Successive studies have confirmed the English language barriers learning and trajectories experienced by second language learners at school. While achieving basic fluency in spoken English in an immersion context typically takes about two years, developing the English language and literacy needed to close the gap in academic performance with their English speaking peers usually takes a minimum of five to seven years.<sup>7</sup> These *two types of language proficiencies* have been identified as **conversational English** (Basic Interpersonal Communication Skills/BICS) and **academic English** (Cognitive Academic Language Proficiency/CALP)<sup>8</sup>.

Research has confirmed that the major educational risk for English language learners in the course of their schooling is the failure to progress from BICS to CALP, which is manifested in language plateauing, literacy ceilings and academic underachievement. Research has also identified that a key factor in the development of CALP, and the time taken to develop it, is the level of literacy which students have developed in their home language. For this reason, refugee and other students with disrupted education and little or no literacy in their first language can take between seven to twelve years to develop the English needed to achieve academic parity with their English-speaking peers and are particularly at risk.<sup>9</sup> A major consequence of this pattern of language acquisition is that EAL/D students who present with native-like conversational fluency

---

<sup>6</sup> Schleppegrell, M. J. & O'Hallaron, C. L. (2011). Teaching academic language in L2 secondary settings. *Annual Review of Applied Linguistics*, 31, pp. 3-18.

<sup>7</sup> Cummins, J. (1991). Interdependence of first and second language proficiency in bilingual children, in E. Bialystok, *Language processing in bilingual children*, Cambridge: CUP.

Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement.

<sup>8</sup> Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In *Encyclopedia of language and education* (pp. 487-499). Springer US.

<sup>9</sup> Collier, V. (1989). How Long? A synthesis of research on academic achievement in a second language, *TESOL Quarterly*, 23(3), 509-531.

Hakuta, K. (2000). How long does it take English learners to attain proficiency? *University of California Linguistic Minority Research Institute*.

Demie, F. (2013). English as an additional language pupils: how long does it take to acquire English fluency? *Language and Education*, 27(1), 59-69.

but struggle to develop CALP can be easily misdiagnosed as having literacy or special learning needs rather than an underlying second language proficiency constraint.<sup>10</sup>

The educational implications of this research are profound. EAL/D learners' assessed literacy performance reflect, and typically mask, their underlying English language proficiency. Misdiagnosis of EAL/D learning as a 'literacy problem' directs teaching effort away from effective language-based instruction towards inappropriate mainstream literacy interventions. These interventions, which assume native English speaker starting points in oral English development of children growing up in Australia and ignore students' home language and literacy resources and the crucial role oral language plays in literacy learning, have limited effectiveness in promoting student literacy outcomes of migrant, refugee and Indigenous students. EAL/D learners require multiple opportunities for comprehensible exposure to and interaction with unfamiliar language forms and meanings of curriculum content through scaffolded receptive (listening and reading) and productive (speaking and writing) communication practice across a spectrum of informal to formal spoken and written language.<sup>11</sup>

Effective literacy and content-based teaching in Australia's culturally and linguistically diverse schools must be informed by research-informed understandings of English learning progressions that index the particular starting points and language acquisition trajectories of children learning English as their additional language or dialect as they enter school at different year levels from pre-school to the senior years. These understandings have been codified and recognised through national EAL/D progressions such as the CURRASS ESL Scales, the NLLIA ESL Bandscales and, since 2011, the ACARA *EAL/D Learning Progression*.

#### **1.4 EAL/D as a specialist teaching area**

EAL/D pedagogy is more than 'just good teaching' or content-free differentiation. It makes a difference in students' learning in primary and secondary on-arrival intensive and mainstream classroom settings through language-based instruction, assessment and curriculum, resource development, program and task design and evaluation; and professional development support and advocacy.

---

<sup>10</sup> Lo Bianco, J. (1998). ESL ... Is it migrant literacy? ... Is it history? *Australian Language Matters*, 6(2), 1 and 6-7.  
Cummins, J (1984a) Wanted: a theoretical framework for relating language proficiency to academic achievement among bilingual students. C Rivera(ed) *Language proficiency and academic achievement*. Clevedon: Multilingual Matters.

<sup>11</sup> Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37, 2, pp. 247-273.

Derewianka, B. (2014). Supporting students in the move from spoken to written language. In A. Mahbob & L. Barratt (eds.) *Englishes in multilingual contexts*. Netherlands: Springer, pp. 165-181.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9, 2, pp. 159-180.

EAL/D pedagogy can be characterised as explicit and systematic differentiated instruction that ‘amplifies’ rather than simplifies<sup>12</sup> the language of the curriculum while promoting opportunities for its assisted learning and use. This amplification involves:

- making the **language of the curriculum ‘visible’** to students as models of curriculum content-based language to be learned, and
- expanding **practice opportunities** in the classroom for student language comprehension and production, and
- **scaffolding** students’ academic language use in class learning tasks.

This ‘discursive apprenticeship’ describes a systematic, explicit and interactive process of modelling, scaffolding and coaching of target English language and literacy skills integrated within curriculum over a sustained period.<sup>13</sup>

Classroom-based research has identified the importance of **scaffolding pedagogy** for EAL/D learning at the classroom task level. As ‘the timely, temporary and partial assistance provided by experts to novices to enable their successful participation or performance on new and difficult intellectual tasks’, scaffolding involves high challenge/high support instruction that ‘stretches’ and ‘apprentices’ EAL/D learners into the English language and literacy of school subjects.<sup>14</sup> In classroom interaction, EAL/D instruction is differentiated and individualised to students’ varied English proficiency levels through both planned and contingent scaffolding of class learning tasks.<sup>15</sup> In this process, use of the learners’ first language and developing oral English is also optimised as a strategic linguistic resource<sup>16</sup> for talking, thinking, and learning.

EAL/D teaching therefore requires the application of specialist expertise. Its informing research base encompasses: second language acquisition and learning, the social contexts of language use, spoken and written discourse (including phonology, grammar and pragmatics). This knowledge base consists of:

---

<sup>12</sup> [English as an additional language or dialect \(EAL/D\) effective school practices \(nsw.gov.au\)](#)

<sup>13</sup> Collins, A., J. S. Brown & S.E. Newman (1988). Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics. *Thinking: The Journal of Philosophy for Children*, 8, 1, pp. 2-10.

Kong, A. & P. D. Pearson (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 1, pp. 85-124.

Gibbons, P. (2006). *Bridging discourses in the ESL classroom: Students, teachers and researchers*. A&C Black.

<sup>14</sup> Michell, M. & T. Sharpe, T. (2005). Collective instructional scaffolding in English as a second language classrooms. *Prospect*, 20, 1, pp. 31-58.

Hammond, J. (2006). High challenge, high support: Integrating language and content instruction for diverse learners in an English literature classroom. *Journal of English for Academic Purposes*, 5, 4, pp. 269-283.

<sup>15</sup> Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Hammond, J., & P. Gibbons (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect* 20, 1, pp. 6-30.

Wilson, K., & Devereux, L. (2014). Scaffolding theory: High challenge, high support in Academic Language and Learning (ALL) contexts. *Journal of Academic Language and Learning*, 8, 3, A91-A100.

<sup>16</sup> Gibbons, P. (2009). English learners, academic literacy, and thinking. *Learning in the Challenge Zone*. Portsmouth, England: Heinemann.

Martin-Beltran, M (2010). The two-way language bridge: co-constructing bilingual language learning opportunities. *The Modern Language Journal*, 94, 2, pp. 254-277.

- educational linguistics, the English language system, the nature of speaking, listening, reading and writing in English in a variety of informal and formal contexts, including school academic literacy, registers and genres
- the processes and pathways in developing English as an additional language or dialect and bi/multilingual language and literacy, including in different social contexts
- EAL/D pedagogy, including the rationales underlying the historical development and current approaches in a range of cross cultural and curriculum contexts
- planning, designing and evaluating curricula, programs and differentiated instruction to meet the learning needs of EAL/D learners including implementing and adapting course materials, lesson plans, learning activities, program organisation and assessment and evaluation methods.

## 2. KEY ISSUES AND SOLUTIONS

This section considers the adequacy of current initial teacher education policy and provision in light of the understandings about EAL/D learning and teaching described in the previous section. The following key issues are identified and outlined along with specific recommendations for reform:

- 2.1 Australian Professional Standards do not recognise or value EAL/D teaching
- 2.2 The critical role of professional EAL/D leadership in schools is not recognised or valued
- 2.3 Provision of pre-service and postgraduate TESOL courses is vulnerable, declining and uneven
- 2.4 ITE for non-specialist EAL/D teachers is mostly non-existent, tokenistic or misdirected
- 2.5 There is a need for robust national teacher workforce planning with a focus on supply of suitably trained EAL/D teachers and overseas trained teachers to meet demand.

### 2.1 Australian Professional Standards do not recognise or value EAL/D teaching

The Australian Institute for Teaching and School Leadership's (AITSL) *Australian Professional Standards for Teachers* do not identify the specific knowledge and skills required for specialist EAL/D teaching or by all teachers of EAL/D learners. For example:

**Graduate Teacher Standard 1.3** ('Students with diverse linguistic cultural and religious and socioeconomic backgrounds') is a tokenistic, aggregated category of multiple diversities which have little commonality other than that they are 'other'. Linguistic diversity is effectively conflated with cultural diversity, and obscures the specific English language learning needs of EAL/D students. Effective responses to such linguistic diversity go beyond generalised strategies for inclusive teaching. This Standard is therefore inadequate for identifying and developing robust graduate

teacher knowledge that is responsive to diverse English language proficiency of EAL/D learners in Australian schools.

**Teacher Standard 2.5** ('Literacy and numeracy strategies') suffers from the limitations of monolingual literacy approaches outlined in our introduction above. This Standard is inadequate for ensuring graduates know, understand and apply effective language-based teaching strategies for EAL/D learners in their different curriculum areas.

Given the nature and scale of the linguistic diversity outlined in the introduction, it is clear that the current Teacher Standards are not fit-for-purpose in identifying the key skills and knowledge pre-service teachers need to be prepared for contemporary Australian classrooms, or for guiding ITE programs in preparing graduates for teaching EAL/D learners.

To fill this void, ACTA developed *EAL/D Standards Elaborations* to 'unpack' the Teacher Standards in relation to EAL/D teaching and highlight the requirements of specialist EALD teaching at different teacher career stages so as to inform teacher practice, professional learning goals, pre-service teacher courses and in-service professional learning programs.<sup>17</sup> The *Elaborations* were developed in consultation with AITSL and were promoted on the AITSL website in 2015-16 when they were first launched. However, their disappearance from the website indicates that they have no official status and do not form part of AITSL's system of teacher regulation.

Similarly, another teaching standards framework, *The Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners*, was developed under the auspices of several State/Territory Governments and are aligned to the Australian Professional Standards.<sup>18</sup> This resource describes requirements for teaching Indigenous students from traditional language, Kriol or dialect backgrounds.

Although both these teaching standards elaborations are available for use and are promulgated in some state systems, they both stand outside the AITSL policy framework and consequently have no status in the national system of teacher standards.

In response to the concerns expressed above, AITSL acknowledged the value and utility of supplementary elaborations to the Teacher Standards as a way to support teachers to engage with the Teacher Standards and develop their practice, particularly in areas of specialisation. AITSL recognised the role of such elaborations, and accompanying support materials, in supporting teachers to develop their expertise and specialisation to meet the diverse needs of learners across Australia.<sup>19</sup>

We therefore recommend as follows.

---

<sup>17</sup> <http://www.tesol.org.au/RESOURCES/Australian-Professional-Standards-for-Teachers>

<sup>18</sup> [Capability Framework - Teaching Aboriginal and Torres Strait Islander EAL/D learners \(education.qld.gov.au\)](http://education.qld.gov.au/Capability-Framework-Teaching-Aboriginal-and-Torres-Strait-Islander-EAL-D-learners)

<sup>19</sup> AITSL response to Senate Estimates Question on Notice, SQ19-124



## **Recommendations 1, 2 and 3**

**That AITSL:**

- 1. review the adequacy of Teacher Standard 1.3 with a view to identifying and developing robust graduate teacher knowledge that is responsive to the diverse English language proficiency needs of EAL/D learners in Australian schools, and**
- 2. develop elaborations of Australian Professional Standards for teaching of EAL/D learners at different career stages, drawing on ACTA's *EAL/D Standards elaborations and the Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners*.**
- 3. develop accompanying support materials to the EAL/D elaborations to provide additional subject/pedagogy-specific support and advice to help both mainstream teachers and those specialising in the EAL/D field.**

### **2.2 The critical role of professional EAL/D leadership in schools is not recognised or valued**

School leadership is a key determinant in the effective delivery of EAL/D programs in schools and therefore an essential element in any systemic approach to improve the equity and quality of education. The nature and distribution of EAL/D students throughout the years of schooling requires both targeted and whole school approaches to organising EAL/D teaching support. EAL/D learners should be able to access specialist instruction through different delivery modes organised by EAL/D teachers and supported by school executive staff.

Unlike ready-made subject-area curriculum structures, the organisation and delivery of EAL/D programs rely crucially on collaboration between EAL/D teachers, class teachers and the school executive. EAL/D and class/subject teachers each need to contribute their specialist knowledge and expertise by working together in developing and implement integrated English- and subject-content learning tasks and programs. Currently, expertise in second language learning/teaching is largely absent from school planning and programs. This absence is generating a vicious cycle of ignorance and subsequent failure to meet EAL/D learning needs.

Research has highlighted the key role played by school leadership in building inclusive whole school systems of support that meet diverse learning needs.<sup>20</sup> Research shows that effective leadership is typically distributed across the school and promotes:

---

<sup>20</sup> Calderón, M., R. Slavin, & M. Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21, 1, pp. 103-127.

Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, 48, 4, pp. 583-625.

Stuftt, D. L., & Brogadir, R. (2011). Urban principals' facilitation of English language learning in public schools. *Education and Urban Society*, 43, 5 pp. 560-575.

- effective, differentiated pedagogy and collective staff responsibility for progress towards shared goals
- ongoing collection and formative use of data to monitor student engagement and achievement for instructional improvement and whole school planning
- strong professional development support programs for all staff, including administrators, with opportunities for peer and expert coaching, and collegial sharing
- parent and family participation, building school-community relationships.<sup>21</sup>

In many metropolitan and rural and remote schools in Australia, EAL/D learners comprise the *majority* of the student enrolments. In such settings, whole school EAL/D leadership is essential to developing the school wide processes and practices just outlined.<sup>22</sup>

School-based professional learning and mentoring are key roles for EAL/D leaders. In many education systems, they provide the personnel, expertise and network to deliver system- and school-based EAL/D professional learning. Teachers on practicum placements and internships also need mentoring by experienced EAL/D teachers. Such mentorship should be provided by highly accomplished teachers with post-graduate TESOL training.

Under school flexible resource management policies promoted by state and territory education systems, principals and executive teams have increased discretion over the use of resources allocated to their school. The scope of school-based decision-making now encompasses previously earmarked EAL/D funding, staffing and programming within their school budgets. Despite the critical role school principals and leaders play in determining delivery of EAL/D support, there are no specialised leadership development programs to support effective, evidence-based decision making in EAL/D education. ACTA's 2016 national EAL/D survey revealed the widespread adverse impacts on EAL/D staffing and provision caused by school leaders' lack of understanding of EAL/D students' learning needs when making decisions about school programs.

There is now a pressing need for recognition of the professional work and expertise of EAL/D teachers in leadership roles especially in schools with significant enrolments of

---

<sup>21</sup> Elfers, A, & Stritikus, T. (2013) .How school and district leaders support classroom teachers' work with English language learners, *Educational Administration Quarterly*, 20, 10, pp. 1-40.

<sup>22</sup> [English as an additional language or dialect \(EAL/D\) effective school practices \(nsw.gov.au\)](https://www.cese.nsw.gov.au/evaluation-repository-search/successful-language-learners-whole-school-esl-language-and-literacy-practices): Successful Language Learners (SLL) project in DEC NSW (2011). *Literacy and Numeracy Pilots: Final Report*. DEEWR: Canberra. Accessed at: <https://www.cese.nsw.gov.au/evaluation-repository-search/successful-language-learners-whole-school-esl-language-and-literacy-practices>.

Two large scale studies on student achievement and program effectiveness of some 900,000 students from 1982-2001 conducted by Thomas and Collier. Success was defined as the target group reaching full educational parity with native English speakers in all school content subjects - not just in English proficiency - after a period of at least 5-6 years. Factors were stronger than SES or gender variables. Thomas, W. & Collier, V. (1997) School effectiveness for language minority students. National Clearinghouse for bilingual education: George Washington University, Washington DC; Thomas, W. & Collier V. (2002) A National Study of School Effectiveness for Language Minority Students' Long Term Academic Achievement. CREDE: UC, Berkeley.

EAL/D students. This need could be met by extending EAL/D Elaborations of generic teaching Standards to the Highly Accomplished and Lead stages and, further, by developing EAL/D Elaborations of the AITSL's *Australian Professional Standard for Principals and Leadership Profiles*. Such Elaborations would support the development of an EAL/D career pathway, a necessary structure for a systemic response to the linguistic diversity of Australia's schools. It would also encourage the development of specialised leadership programs to support effective, evidence-based EAL/D decision making in schools. Such a development would be the single-most effective and cost-efficient way of promoting the induction of new teachers into a school culture that supports and encourages inductees to respond to the needs of EAL/D learners.

We therefore recommend as follows.

### **Recommendations 4 and 5**

**That AITSL:**

- 4. include Highly Accomplished and Lead career stages in developing EAL/D Elaborations of Australian professional standards for teaching**
- 5. develop EAL/D elaborations of the *Australian Professional Standard for Principals and the Leadership Profiles*.**

### **2.3 Provision of pre-service and postgraduate TESOL courses is vulnerable, declining and uneven**

The quality and availability of EAL/D teaching in Australia crucially depends on the employment of specialist teachers with entry-level TESOL training and qualifications and all teacher graduates having completed a basic level of EAL/D training in their initial teacher education program. This, in turn, relies on the nature, clarity and transparency of EAL/D teaching accreditation requirements published by state and territory teacher accreditation authorities, in accordance with the national policy standards, frameworks and tools promulgated by AITSL.

The current system of teacher accreditation is not working for initial EAL/D teacher education. As outlined in 2.2, there is no national policy framework for EAL/D teacher education. In the absence of such a framework, state and territory teacher accreditation authorities' accreditation requirements for EAL/D teaching have continued to atrophy. A recent ACTA survey of state and territory teacher accreditation authorities' websites confirmed that only one teacher accreditation body – NSW Education Standards Authority (NESA) – makes publically available specific information on accreditation requirements for EAL/D teaching. This situation impairs education systems' ability to recruit suitably EAL/D trained teachers to meet EAL/D learning needs of Australian students in our linguistically diverse urban, regional and remote schools.

One outcome of this policy vacuum in initial EAL/D teacher education affecting teacher supply is the uncertainty that surrounds what undergraduate studies are considered to be suitable prerequisites for EAL/D method study. One interpretation that discounts undergraduate language studies as ‘double dipping’ prevents significant numbers of ITE students who are training to be language/LOTE teachers from gaining an additional EAL/D specialisation. Such restrictions make no sense in view of the fact that i) language study provides an essential discipline knowledge base for teaching both languages and EAL/D and ii) applying such restrictions negates the value of language teacher education in and for linguistically diverse schools.

This policy vacuum in EAL/D teacher education creates major disincentives that reduce student demand for, and ultimately provision of, undergraduate and post-graduate TESOL courses in tertiary institutions. Over the past several years, tertiary institutions have reduced or discontinued specialist TESOL programs because education authorities no longer recognise or require such qualifications. Many tertiary institutions have reoriented their TESOL courses away from EAL/D teaching towards a generic literacy or international student focus with the result that course content appropriate to learning English in the Australian curriculum context has dissipated or disappeared along with school-based teaching practica.

As is now evident, the COVID-19 pandemic has exposed the vulnerability of university and TAFE courses’ dependence on the international student market. This dependence is acute in TESOL teacher education. The effects have been quite direct with complete programs being cut. For example, this year, La Trobe University closed its Master of Applied Linguistics and Master of TESOL programs due to reduced international student enrolments, especially during the COVID-19 pandemic. Both degrees relied heavily on international student intakes.<sup>23</sup>.

Restructures in state and territory education systems have also affected tertiary TESOL provision. For example, Charles Darwin University discontinued its Graduate Certificate in TESOL course in 2016 after the Northern Territory education department disbanded its EAL/D unit, which sponsored the program. This was the only tertiary course which specifically focused on how teachers can address the EAL/D learning needs of Indigenous students in remote schools.

ACTA has recently mapped all tertiary undergraduate and post-graduate TESOL courses against essential minimum standards reflecting the core knowledge and skills outlined in section 1.4 above, reflecting approximately 120 hours of content focussed on:

1. the English language
2. second language acquisition and development
3. TESOL pedagogy and curriculum
4. sociocultural contexts for EAL/D learning
5. practicum experience

---

<sup>23</sup> International student comprised 75-96 per cent of student load over the last five years, [La Trobe University Statement, News, La Trobe University](#)

Our mapping clearly reveals uneven coverage of these core content areas (see **Appendix B** for details). Few ITE programs and post-graduate TESOL courses covered all key EAL/D education content areas. Gaps were common in all areas, including English grammar and phonology, EAL/D pedagogy, EAL/D assessment and EAL/D professional experience. Subject elective structures and timetabling also prevented students from accessing core subjects and/or undertaking professional experience.

Information about pre-service EAL/D specialist and non-specialist courses are difficult to identify from university websites. As there is no standard EAL/D nomenclature (e.g., ESL, EAL, EAL/D, EFL, TESOL), EAL/D courses and course content are difficult to identify and compare, dispersed and embedded within ITE programs. Course content requirements for these ITE courses needs to be transparent with both as mandatory pre-service EAL/D units for all teachers and elective units for specialist EAL/D teachers specified.

Those ITE programs where EAL/D teacher education courses were transparent and available reflected a common pattern of provision outlined above, ie. (i) mandatory, core EAL/D units or EAL/D-focused units for all teachers and (ii) elective units for specialist EAL/D teachers. As shown in the tertiary TESOL course mapping in **Appendix B**, there were only eight tertiary institutions throughout Australia that offered ii) above in their ITE programs, and only two - University of NSW and University of Sydney - that offered both i) and ii). These two ITE programs reflect something of a 'gold standard' for EAL/D inclusive teacher education and provide a model for the sector. Further context, issues and recommendations about these courses are outlined in 2.4.

A further finding was that, despite the national move towards two year postgraduate programs, stand-alone graduate certificate and diplomas of TESOL were commonly offered. It was found that Graduate Certificates of TESOL typically covered the core TESOL content outlined above involving around 120 hours study and formed the key TESOL component of higher degree TESOL programs. The frequency and persistence of these certificate and diploma courses, along with the general enrolment decline in two year postgraduate programs, confirms the continuing value of these short courses for time-poor and resource-constrained teachers. For teachers who are reengaging in tertiary study, these courses provide a necessary confidence-building pathway to masters programs. The two year post graduate requirement should be revised to allow such courses to be fully accredited.

Specific national guidelines are urgently needed to ensure that tertiary teacher education courses specifically address EAL/D teaching and learning. To this end, AITSL's *Accreditation of initial teacher education programs in Australia* should be extended to include more detailed advice on course content requirements for accreditation purposes for both preservice and post graduate TESOL courses.

We therefore recommend as follows.

## **Recommendations 6 and 7**

- 6. That AITSL's *Accreditation of initial teacher education programs in Australia* be revised to include detailed advice on course content requirements for accreditation purposes, in particular for preservice and post graduate TESOL courses**
- 7. That the two year post graduate requirement be revised to allow Graduate Certificate and Diploma TESOL courses to be accredited as courses meeting requirements for specialist EAL/D teaching.**

### **2.4 ITE for non-specialist EAL/D teachers is mostly non-existent, tokenistic or misdirected**

International and Australian research on teachers' professional development needs highlights the disconnect between the growing linguistic diversity of schools and the lack of EAL/D pre-service training or in-school professional development support for classroom teachers of refugee and migrant students.<sup>24</sup> Teachers report not being able to provide effective teaching for these students without such training<sup>25</sup> and have identified EAL/D professional development as a high priority<sup>26</sup> and an area in which they need professional development.<sup>27</sup>

Central EAL/D education units in State and Territory education systems have attempted to meet this need through school-based EAL/D professional development courses for mainstream teachers.<sup>28</sup> These courses have assisted in up-skilling teachers but, in the absence of system requirements for mandatory basic EAL/D pre-service training, they are effectively doing the 'heavy lifting' in a never-ending process of catch-up. However, without employment and career incentives for teachers to undertake specialist training, the existing pool of experts, who can offer such professional development, is running out.

The mapping of TESOL courses has confirmed that, where they are offered, student diversity/inclusivity units in ITE programs are generalised, tokenistic and devoid of EAL/D content. Frequently when ITE students are directed to differentiate instruction for different learner cohorts, the main strategies they are offered are giving EAL

---

24 He, Y., Prater, K. & Steed, T. (2011). Moving beyond 'good teaching' ESL professional development for all teachers, *Professional Development in Education*, 37(1), 7-18.

Harper, C. & de Jong, E. (2004). Misconceptions about teaching English Language Learners, *Journal of Adolescent and Adult Literacy* 48(2), 152-162.

25 Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to English Language Learners: A Survey of California Teachers' Challenges, Experiences and Professional Development Needs*. UCLA: Santa Cruz, CA.

26 Watkins, M., Lean, G., Noble, G., & Dunn, K. (2013). *Rethinking Multiculturalism Reassessing Multicultural Education*, UWS and NSW DEC: Sydney.

27 Franco-Fuenmayor, Padron, & Waxman, 2015

28 For example, ESL in the Mainstream, Teaching English Language Learners (TELL), Tracks to Two-Way learning (Aboriginal Education), Teaching ESL students in mainstream classrooms (TESMC), ESL in the early years; Culturally responsive classrooms.

learners more time and removing or simplifying content. The needs of learners of Standard Australian English as an additional dialect/variety (for example, in the Torres Strait or for Pacifica students) are never addressed.

This approach cements the assumption by ITE students that EAL/D learning is based on a disability, defect or disadvantage. This assumption is reinforced by the almost universal belief that learning English and learning literacy are one and the same, and so pedagogies for teaching phonics and word recognition to mother tongue English speakers apply equally to EAL/D learners. When these teaching strategies fail, however, this mix of false assumptions creates and perpetuates the disadvantage the promoted strategies seek to overcome.

If these assumptions are to be overturned and ITE students are prepared with the EAL/D pedagogies they need, *all* ITE students must gain a basic understanding of key principles derived from the understandings outlined in section 1 above. Learning English as an additional language/dialect should be seen as having a normal developmental trajectory that is supported by:

- developing and using **spoken English** as the crucial basis for developing basic and advanced listening, speaking, reading and writing skills across the curriculum
- exploring and attending to **cultural assumptions, norms and practices** that are the bedrock for learning and participation in schooling
- using strategies and techniques in **scaffolding learning in, through and about English**.

To ensure that all teachers have the necessary knowledge and skills for effective teaching of EAL/D learners, units that provide ITE students a sound basis in knowledge and strategies for EAL/D learners should be mandatory. Currently, this requirement is far from the norm.<sup>29</sup>

These units could also be offered as short accredited courses for teachers and schools that could be accumulated towards specialist TESOL credentials that meet – and go beyond – the content and skill requirements outlined above. If these micro-credentials were accepted as meeting existing professional development requirements and contributing to meeting AITSL Standards, ITE providers and local TESOL professional associations would be incentivised to offer them. For their part, employers and state/territory authorities would need to develop ways of ensuring these credentials met required specialist Standards and EAL/D Elaborations.

Our recommendations then are as follows:

---

<sup>29</sup> Hammond, 2011; Foley, Sangster & Anderson, 2013.

## **Recommendations 8 and 9**

- 8. To ensure that all teachers have the necessary knowledge and skills to apply basic principles underpinning the teaching of EAL/D learners across the curriculum at all levels, K to 12, it is recommended that:**
  - 1. at least one unit addressing EAL/D education be required in all pre-service teacher education programs**
  - 2. and that existing teachers be required to undertake a specified amount of in-service education on meeting the needs of EAL/D learners**
- 9. That AITSL develop guidance materials to support ITE providers to meet the above requirements and design short course options that accumulate towards a specialist EAL/D credential**

**2.5 There is a need for robust national teacher workforce planning with a focus on supply of suitably trained EAL/D teachers and overseas trained teachers to meet demand.**

There is a chronic shortage of qualified EAL/D teachers to meet the growing EAL/D needs of schools, in particular disadvantaged schools with high numbers of EAL/D students. School demand for qualified EAL/D teachers is driven by:

1. increased allocation of EAL/D teachers to meet growing numbers of EAL/D learners in schools
2. internal school staff movements in and out of EAL/D teaching positions whereby EAL/D qualified teachers transfer to non-specialist teaching positions and are replaced by non EAL/D qualified teachers
3. EAL/D teacher resignation and retirement.

As an example of 1, in 2019, the NSW Department of Education, allocated an additional 104 EAL/D teaching positions for schools after a decade of high growth in EAL/D student numbers (116 per cent increase in EAL/D learners, outstripping the 7 per cent growth rate of the general student population). This sudden decision, however, was not accompanied by a strategy to coordinate supply of qualified teachers to fill these positions. If these new positions are filled with untrained EAL/D teachers, the value and benefits of the additional resource will be negated.

In relation to 2, internal school staff movements affecting EAL/D teacher supply have been exacerbated by school-based management policies that give greater decision making autonomy to principals in relation to staffing. This process generates increased out-of-field teaching of EAL/D akin to the out-of-field teaching of STEM.

Concerning 3, The EAL/D demand created in the wake of retirements of the sizable generation of experienced EAL/D teachers who typically gained EAL/D qualifications during a period of system-sponsored, training incentives and support. With successive



retirements, the existing pool of specialist EAL/D expertise in schools is shrinking. Without sustained recruitment of qualified teachers, the growing gap will widen further between the increasing language learning needs of EAL/D students in schools and the availability of specialist EAL/D teachers.

The teaching force in Australia remains predominantly monolingual and does not reflect the linguistic diversity in the student population. There is evidence that the percentage of teachers from language backgrounds other than English is half that of the student population.<sup>30</sup> This lack of diversity has been a key focus of policy in North America and Europe but has not figured in Australia reports.<sup>31</sup> There are an estimated 7,000 teachers with overseas training in Australia unable to gain re-entry to the profession.<sup>32</sup> There is a need for workforce planning for pathways for these teachers into generalist primary and secondary subject positions. The need for a diverse teaching profession with high levels of linguistic and cultural understanding must be a priority.

National teacher workforce planning is inadequate. The national picture regarding specialisation areas is vague, inconsistent and incomplete. National teacher workforce surveys have merely alluded to increasing difficulties in recruitment of specialist teaching staff, such as EAL/D teachers, in disadvantaged and hard-to-staff schools. The recent AITSL *Teaching Futures Background* paper also alludes to ongoing demand for teacher specialisations and impending shortage of specialist teachers across the teacher workforce but provides no evidence<sup>33</sup>. The 2020 *National Initial teacher Education Pipeline Data Report* contains two statistical entries on EAL/D subjects completed in 2017 (four years ago!) by undergraduate and post graduate secondary ITE students, which are unexplained and impossible to interpret.<sup>34</sup>

Effective national teacher workforce planning requires annual data collection, analysis and projections based on current student population data and education system staffing data and resourcing plans. A national, systemic approach is required to addressing current and emerging specialist EAL/D teacher workforce issues of supply, demand, retention, attrition and hard-to-staff, regional, rural and remote schools for Australia's linguistically diverse schools. Such an approach is needed to fully realise National Policy Initiative commitment B(i) to develop 'a national teacher workforce strategy to support decision making of teacher employers and initial teacher education (ITE) providers.'

### **Recommendations 10.11.12. 13**

#### **10. That the Commonwealth Government with State and Territory Governments ensure effective national teacher workforce planning through annual data collection, analysis and projections based on**

---

<sup>30</sup> Cruickshank, K., Ellesmore, M. & Brownlee, P. (2018) *Skills in Question*, SICLE: Sydney University

<sup>31</sup> Schroth S.T., Helfer J.A. (2018) *Lack of Diversity in the American Teaching Force*. In: *Developing Teacher Diversity in Early Childhood and Elementary Education*. Palgrave Macmillan, New York. [https://doi.org/10.1057/978-1-137-59180-7\\_1](https://doi.org/10.1057/978-1-137-59180-7_1)

<sup>32</sup> Cruickshank, K., Ellesmore, M. & Brownlee, P. (2018) *Skills in Question*, SICLE: Sydney University

<sup>33</sup> [Teaching Futures – Background Paper \(aitsl.edu.au\)](https://aitsl.edu.au/teaching-futures-background-paper)

<sup>34</sup> [2020 aitsl-atwd pipelinereport.pdf](https://aitsl-atwd.pipelinereport.pdf), p.137,138

## **education system's student population and staffing data and resourcing plans**

- 11. That these plans be updated and made publicly available on a yearly basis**
- 12. That the national teacher workforce planning process includes a focus on teachers with overseas training in Australia unable to gain re-entry to the profession and on pathways for these teachers into generalist primary and secondary subject teaching**
- 13. That the national teacher workforce planning process includes a focus on matching demand for and supply of qualified specialist teachers, including EAL/D teachers.**

### **3. CONCLUSION**

The nature and scale of Australia's linguistic diversity with its implications for quality EAL/D teaching and quality EAL/D teacher education cannot continue to be ignored. Although Australia once led the field in the wealth of knowledge and skills developed in diverse pedagogic contexts, this expertise is rapidly disappearing as EAL/D teachers and teacher educators leave the workforce.

A national approach is required to halt the continuing disinvestment in teacher education in this area and ensure supply of qualified specialist EAL/D teachers and EAL/D prepared mainstream teachers for Australia's linguistically diverse schools. This national approach needs to be actioned through a comprehensive work plan that addresses the issues and recommendations of this submission. In so doing, the plan would ensure the effective implementation of commitments made by Heads of Government to strengthen initial teacher education and implement a national teacher workforce strategy within the National Policy Initiatives of the 2019-2023 *National Schools Reform Agreement*. In this task, ACTA would be more than willing and able to assist with the necessary expertise.

## APPENDIX A

### ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) STUDENTS NATIONAL ENROLMENTS BY STATE/TERRITORY GOVERNMENT SCHOOLS, 2018-19

Gov. Ed. System	New Arrivals students			Mainstream students			Indigenous students			International students <sup>1</sup>			TOTAL
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	
<b>NSW</b>	N/R <sup>2</sup>	N/R	<b>5,800<sup>3</sup></b>	147,463	43,436	<b>190,869<sup>4</sup></b>	N/A <sup>5</sup>	N/A	N/A	41,262	31,275	<b>72,537</b>	<b>269,206</b>
<b>VIC</b>	2,097 <sup>6</sup>	1,849 <sup>7</sup>	<b>6,678</b>	N/R	N/R	<b>73,838<sup>8</sup></b>	N/A	N/A	<b>N/A</b>	1,814	5,345	<b>9,525<sup>9</sup></b>	<b>90,041</b>
<b>QLD</b>	N/R	N/R	<b>N/R</b>	N/R	N/R	<b>N/R 8,943<sup>10</sup></b>	N/R	N/R	<b>N/R 10,000<sup>11</sup></b>	27,583	23,060	<b>50,643</b>	<b>69,586</b>
<b>SA</b>	N/R	N/R	<b>N/R</b>	N/R	N/R	<b>21,826</b>	N/R	N/R	<b>N/R 3,000<sup>12</sup></b>	10,439	8,701	<b>19,140</b>	<b>43,966</b>
<b>WA</b>	N/R	N/R	<b>1,098</b>	N/R	N/R	<b>32,937</b>	1,329	N/R	<b>1,329</b>	15,724	12,608	<b>28,332</b>	<b>63,696</b>
<b>TAS</b>	N/R	N/R	<b>N/R</b>	N/R	N/R	<b>944</b>	N/A	N/A	<b>N/A</b>	344	292	<b>636</b>	<b>1,580</b>
<b>ACT</b>	N/R	N/R	<b>N/R</b>	N/R	N/R	<b>N/R 559<sup>13</sup></b>	N/A	N/A	<b>N/A</b>	1,568	986	<b>2,554</b>	<b>3,113</b>
<b>NT</b>	N/R	N/R	<b>N/R</b>	N/R	N/R	<b>N/R 4,473<sup>14</sup></b>	N/R	N/R	<b>N/R 13,000<sup>15</sup></b>	1,214	741	<b>1,955</b>	<b>19,428</b>
<b>TOTAL</b>	2,097	1,849	<b>13,576</b>	147,463	43,436	<b>334,389</b>	1,329	N/R	<b>27,329</b>	99,948	83,008	<b>185,322</b>	<b>560,616</b>

<sup>1</sup> 2018 figures provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-130

<sup>2</sup> N/R = not reported

<sup>3</sup> NSW Department of Education 2019 Annual Report at: [Annual Report 2019 \(nsw.gov.au\)](https://www.nsw.gov.au/annual-report-2019)

<sup>4</sup> NSW Department of Education Schools EAL/D Bulletin 2021 at: [Schools: English as an additional language or dialect \(EAL/D\) learners 2015 to 2019 \(nsw.gov.au\)](https://www.nsw.gov.au/schools-eal-d-bulletin-2021)

<sup>5</sup> N/A =not applicable

<sup>6</sup> new arrivals students receiving support in primary Intensive English Schools or Centres

<sup>7</sup> new arrivals students receiving support in secondary Intensive English Schools or Centres

<sup>8</sup> Victorian Department of Education 2019 EAL Annual Report at: [2019-eal-report.pdf \(education.vic.gov.au\)](https://www.education.vic.gov.au/eal-report-2019)

<sup>9</sup> 2018 figures provided by Education Victoria

<sup>10</sup> number of students attracting low English proficiency loading figures in 2018 provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-121

<sup>11</sup> Estimate based on 2016 ABS census data of school aged Indigenous students living in remote or very remote areas where there is limited contact with Standard Australian English who spoke an Australian Indigenous language or dialect at home and did not speak English well or at all

<sup>12</sup> As above

<sup>13</sup> As per 9

<sup>14</sup> As per 9

<sup>15</sup> As above

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) STUDENTS  
NATIONAL ENROLMENTS BY STATE/TERRITORY CATHOLIC EDUCATION SYSTEMS, 2018-19**

Catholic Ed System	New Arrivals students			Mainstream students <sup>16</sup>			Indigenous students			International students <sup>17</sup>			TOTAL
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	
NSW						3,265				4,797	3,051	7,848	11,113
VIC						6,178				3,807	2,531	6,338	12,516
QLD						1,193				3,215	2,880	6,095	7,288
SA						835				655	620	1,275	2,110
WA						11,01				1,881	1,873	3,754	4,855
TAS						86				96	99	195	281
ACT						78				377	158	535	613
NT						1,330				165	159	324	1,654
<b>TOTAL</b>						<b>14,066</b>				<b>14,993</b>	<b>11,371</b>	<b>26,364</b>	<b>40,430</b>

System	New Arrivals students			Mainstream students <sup>18</sup>			Indigenous students			International students <sup>19</sup>			TOTAL
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	
Gov schools	2,097	1,849	13,576	147,463	43,436	334,389	1,329	N/R	27,329	99,948	83,008	185,322	560,616
Catholic						14,066				14,993	11,371	26,364	40,430
<b>TOTAL</b>						<b>348,455</b>				<b>114,941</b>	<b>94,379</b>	<b>211,686</b>	<b>601,046</b>

<sup>16</sup> number of students attracting low English proficiency loading figures in 2018 provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-121

<sup>17</sup> 2018 figures provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-130

<sup>18</sup> number of students attracting low English proficiency loading figures in 2018 provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-121

<sup>19</sup> 2018 figures provided by Commonwealth Department of Education and Training in response to Senate Estimates Question on Notice, SQ19-130

## APPENDIX B

### NATIONAL MAPPING OF TERTIARY EAL/D (TESOL) COURSES, 2021 EAL/D TEACHING KNOWLEDGE AND PRACTICE CONTENT CRITERIA APPLIED TO COURSES

#### **Relevant discipline study**

Includes at minimum **DK2** and **DK6** from the following subject content:

**DK1:** the English language system, including spoken and written discourse, and the social context of language use, including bi/multilingual language and literacy use

**DK2:** the acquisition of English as an additional language or dialect, and individual and social factors which impact on its development at different stages

**DK3:** the nature of speaking, listening, reading and writing in English and their interrelationships in a variety of informal and formal domains and contexts, including an understanding of genres and processes

**DK4:** English phonology, including segmental, suprasegmental and paralinguistic features, and its relationship to orthography and punctuation

**DK5:** English vocabulary, including meanings, connotation versus denotation, semantic features, sense relations and lexical fields

**DK6:** English grammar at the sentence and text level in a variety of modes, including spoken, written and digital

**DK7:** understanding of concepts of culture, identity and cultural diversity with regard to education and the impact of cultural and linguistic factors on student outcomes

**DK8:** a very high level of competency in spoken and written English and intercultural communication including the social purpose of language and the importance of building schema

#### **EAL/D methodology (Curriculum & Pedagogical) studies**

Includes minimum coverage of subject content from areas 2-5:

1. **EAL/D Policy context:** e.g. **CPS3:** knowledge of current multicultural, equity, EAL/D education, literacy and anti-racism policies and policy support documents
2. **EAL/D assessment:** e.g. **CPS4, CPS5:** ACARA EAL/D Learning Progression and Teacher Resource: use of ESL Scales or ESL Bandscales assessment to identify English language learning needs of EAL/D students
3. **EAL/D curriculum/program planning and evaluation:** e.g. **CPS6:** relevant curriculum documents English syllabus documents, including senior English EAL/D syllabus relationship between the English syllabuses and the ESL Scales as a guide to planning support for EAL/D students to access syllabus outcomes. **CPS7:** tools to identify cultural and language challenges faced by EAL/D students accessing syllabus outcomes. **CPS16:** relevant EAL/D curriculum documents, including the ESL Scales, and the Stage 6 English as an Additional Language or Dialect (EAL/D) (2017) and English Life Skills syllabuses including syllabus elements, assessment and examination materials, support documents, and information and advice to support the learning of students with disability. **CPS11:** work with classroom teachers across the curriculum areas to plan, design and evaluate curricula to meet the learning needs appropriate for EAL/D students. **CPS15:** EAL/D School Evaluation tools to explore the educational context of EAL/D including the role of the EAL/D specialist teacher in the school, with parents and the wider community
4. **EAL/D pedagogy:** e.g. **CPS1:** educational research, theory and practice related to the teaching of EAL/D in Australia, including key assumptions underlying the historical development and current approaches to EAL/D methodology including the socio-cultural context of EAL/D learning and teaching. **CPS2:** models of pedagogy for EAL/D teaching and assessing, including the knowledge base underpinning the principles and practices of teaching and learning EAL/D. **CPS10:** explicit teaching of language forms and features across all language modes in a broad range of contexts and cross-cultural contexts. **CPS8:** EAL/D pedagogy to scaffold the English language learning of EAL/D students while accessing syllabus outcomes. **CPS12:** approaches to implementing and adapting course materials, lesson plans. **CPS13:** methods of differentiating the curriculum and programs to meet the special education and diverse needs of students in EAL/D. **CPS9:** assessment and evaluation techniques for EAL/D teaching.
5. **EAL/D practicum CPS14:** professional experience in programs with students learning EAL/D.

#### **Key:**

**Gold highlight** indicates specialist EAL/D course meeting EAL/D discipline and methodology study criteria above

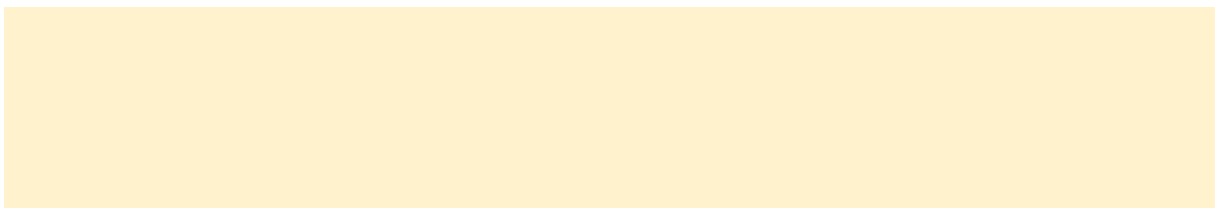
**Silver highlight** indicates non-specialist EAL/D course meeting key EAL/D methodology study criteria above

**Bronze highlight** indicates specialist EAL/D course not meeting one of the EAL/D discipline and methodology study criteria above.

**NEW SOUTH WALES**

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POSTGRADUATE COURSES	COMMENTS	
<b>University of NSW</b>	Bachelor of Arts/Education (Secondary)	<ul style="list-style-type: none"> <li>• compulsory language, literacy and numeracy course for all first year students, expanded to explicitly address EAL/D issues and taught by an EAL/D specialist</li> <li>• compulsory Multicultural Ed course for all first year students</li> <li>• EAL/D method course for specialist teachers as one of their options, with LOTE, English, etc. as the other method</li> </ul>	Graduate Certificate in Education (TESOL)	<ul style="list-style-type: none"> <li>• TESOL subjects meet EAL/D criteria</li> </ul>	
	Master of Teaching (Secondary)		Master of Education (TESOL)		
<b>University of Sydney</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>• All preservice teachers must complete unit: Teaching in Multilingual Classrooms (4 cps: 20 contact hours - meets NESAs standards for literacy and EAL)</li> <li>• Preservice teachers may also gain EAL as specialised teaching role by taking two units in their final year (TESOL Options 1 and 2 - 8 cps; 40 contact hours) plus EAL practicum placement</li> </ul>	Graduate Certificate in Educational Studies (TESOL)	<ul style="list-style-type: none"> <li>• TESOL subjects meet EAL/D criteria, if core and elective options reflect EAL/D criteria</li> <li>• EAL/D practicum?</li> </ul>	
	Bachelor of Arts/Education (Secondary)	<ul style="list-style-type: none"> <li>• All preservice teachers must complete unit Literacy and Diversity (6 cps: 36 contact hours - meets NESAs standards for literacy and EAL)</li> <li>• EALD preservice teachers taking EAL as a first or second method must complete three units (18 cps and 108 contact hrs) Those taking EALD as a 3<sup>rd</sup> method complete unit (10 cps and 60 contact hrs)</li> <li>• All EALD method students take supervised practicum</li> </ul>			
	Master of Teaching (Primary)	<ul style="list-style-type: none"> <li>• All preservice teachers must complete unit: Teaching in Multilingual Classrooms (2 cps: 20 contact hours - meets NESAs standards for literacy and EAL)</li> </ul>			Graduate Diploma in Educational Studies (TESOL)
	Master of Teaching (Secondary)	<ul style="list-style-type: none"> <li>• All preservice teachers must complete unit: Literacy and Numeracy: Secondary Schools (4 cps) - meets NESAs standards for literacy, numeracy and EAL</li> <li>• EALD preservice teachers complete three units (18 cps and 108 contact hrs) plus supervised practicum</li> </ul>			Master of Education (TESOL)
<b>Western Sydney University</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>• Core unit: Teaching EAL/D students in the Primary Years</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>• DK 2 not addressed</li> </ul>	
			Graduate Diploma in TESOL	<ul style="list-style-type: none"> <li>• TESOL subjects meet EAL/D criteria</li> </ul>	
			Master of Arts (TESOL)		

<b>Macquarie University</b>	Bachelor of Arts/Education	<ul style="list-style-type: none"> <li>EAL/D specialisation through <ul style="list-style-type: none"> <li>- ESL in schools</li> <li>- Language, Culture and Communication,</li> <li>- Language, its structure and Use</li> </ul> </li> <li>DK 2 not addressed</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>DK 2 not addressed</li> </ul>
			Master of Applied Linguistics and TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
<b>Australian Catholic University</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>Elective unit: Literacy and Diversity Curriculum, Pedagogy and Assessment</li> </ul>	Graduate Certificate in Education	<ul style="list-style-type: none"> <li>TESOL specialisation units, but DK 2 not addressed</li> </ul>
	Master of Teaching (Primary)	<ul style="list-style-type: none"> <li>Elective units: English Language and Literacy Curriculum, Pedagogy and Assessment</li> </ul>	Master of Education	
	Master of Teaching(Secondary)	<ul style="list-style-type: none"> <li>Elective units: TESOL Curriculum, Pedagogy and Assessment 1, 2</li> <li>DK 2, DK 6 not addressed</li> </ul>		
<b>University of Newcastle</b>	Bachelor of Education (Secondary)	<ul style="list-style-type: none"> <li>EAL/D specialisation through four units</li> </ul>	Master of Education (TESOL)	<ul style="list-style-type: none"> <li>EAL/D assessment not addressed</li> </ul>
<b>Charles Sturt University</b>	Bachelor of Education	<ul style="list-style-type: none"> <li>no evidence of EAL/D courses</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
<b>University of New England</b>	Bachelor of Education	<ul style="list-style-type: none"> <li>EAL/D specialisation through <ul style="list-style-type: none"> <li>• Teaching EAL/D Course 1</li> <li>• Teaching EAL/D Course 2</li> <li>• preservice EAL/D method</li> </ul> </li> </ul>	Graduate Certificate in Educational Studies (TESOL)	<ul style="list-style-type: none"> <li>DK 2 not addressed</li> </ul>
	Master of Teaching		Master of Applied Linguistics (TESOL)	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
<b>University of Wollongong</b>	Bachelor of Education	<ul style="list-style-type: none"> <li>Core units: Language and Learning</li> <li>Elective unit: Teaching Culturally and Linguistically Divers Students</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>DK 2, assessment and evaluation, options only</li> </ul>
			Graduate Diploma in TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
			Master of Education TESOL	
<b>University of Technology, Sydney</b>			Graduate Certificate in TESOL and Applied Linguistics	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
			Graduate Diploma in TESOL and Applied Linguistics	
			Master of TESOL and Applied Linguistics	



**VICTORIA**

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POSTGRADUATE COURSES	COMMENTS
<b>Monash University</b>	Bachelor of Education	<ul style="list-style-type: none"> <li>no evidence of EAL/D courses</li> </ul>	Master of Education – TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
<b>University of Melbourne</b>			Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
			Master of TESOL	
<b>Victoria University</b>	Bachelor of Education (P-12)	<ul style="list-style-type: none"> <li>Discipline Minor unit: Teaching EAL/D</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
<b>Deakin University</b>	Master of Teaching (Secondary)	TESOL specialization course but not address: <ul style="list-style-type: none"> <li>DK2</li> <li>EAL/D assessment</li> </ul>	Graduate Certificate of TESOL	<ul style="list-style-type: none"> <li>DK 2 not addressed</li> <li>EAL/D assessment not addressed</li> <li>EAL/D curriculum/program planning and evaluation not addressed</li> </ul>
			Master of TESOL	<ul style="list-style-type: none"> <li>EAL/D assessment not addressed</li> </ul>
<b>Federation University Australia</b>			Master of Specialist Teaching (TESOL)	<ul style="list-style-type: none"> <li>EAL/D assessment not addressed</li> <li>no EAL/D practicum?</li> </ul>
<b>La Trobe University</b>	Bachelor of Education (Secondary)	<ul style="list-style-type: none"> <li>TESOL specialisation but insufficient information</li> </ul>	Master of Applied Linguistics	<ul style="list-style-type: none"> <li>Courses closed in 2021 due to decline in international student demand due to COVID</li> </ul>
	Master of Teaching (Secondary)		Master of TESOL	
<b>Swinburne University</b>	Bachelor of Education (Primary)	Core unit: Understanding Language and Literacy	Master of Arts – TESOL	<ul style="list-style-type: none"> <li>DK 6 not addressed</li> <li>no EAL/D practicum</li> </ul>



### TASMANIA

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
University of Tasmania	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>compulsory third year unit for all students: Language and language Acquisition</li> </ul>	Master of Education (Specialisation)	<ul style="list-style-type: none"> <li>meets EAL/D criteria if two elective units taken:                             <ul style="list-style-type: none"> <li>- Methodologies in Second language teaching</li> <li>- Linguistics and Language Analysis</li> </ul> </li> <li>course subject to sufficient enrolments</li> </ul>
	Master of Teaching (Secondary)	<ul style="list-style-type: none"> <li>Unit elective: TESOL futures and Digital Technologies</li> </ul>	Graduate Certificate of Education (Specialisation)	
			Master of Education with Professional Honours (Specialisation)	

### AUSTRALIAN CAPITAL TERRITORY

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
University of Canberra	Master of Primary Teaching	<ul style="list-style-type: none"> <li>Core unit: Scaffolding Literacy and Language in the Classroom</li> </ul>	Graduate Certificate in TESOL and FLT	<ul style="list-style-type: none"> <li>choice between DK 2, DK 6 electives</li> <li>EAL/D assessment not addressed</li> <li>EAL/D curriculum/program planning and evaluation not addressed</li> </ul>
			Graduate Diploma in TESOL and Foreign Language Teaching	<ul style="list-style-type: none"> <li>EAL/D curriculum/program planning and evaluation not addressed</li> </ul>
			Master of TESOL and Foreign Language Teaching	<ul style="list-style-type: none"> <li>choice between DK 2, DK 6 electives</li> </ul>

### NORTHERN TERRITORY

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
Charles Darwin University	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>compulsory unit for all teachers: Diversity and Inclusion – no EAL/D content</li> <li>Elective unit :Teaching English as an Additional Language - DK 2, DK 6 not addressed</li> </ul>	(Graduate Certificate of TESOL)	<ul style="list-style-type: none"> <li>Course discontinued in 2016</li> </ul>
	Bachelor of Education (Secondary)	<ul style="list-style-type: none"> <li>compulsory unit for all teachers: Diversity and Inclusion – no EAL/D content</li> <li>no elective unit Teaching English as an Additional Language (?)</li> </ul>		

## SOUTH AUSTRALIA

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
<b>Flinders University</b>	Bachelor of Letters (TESOL)	<ul style="list-style-type: none"> <li>• TESOL specialisation meeting all criteria</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>• no EAL/D practicum</li> </ul>
	Bachelor of Languages	<ul style="list-style-type: none"> <li>• Includes TESOL Major meeting all criteria</li> </ul>	Graduate Diploma in TESOL	<ul style="list-style-type: none"> <li>• no EAL/D practicum</li> </ul>
	Bachelor of Education (Secondary), Bachelor of Languages		Master of TESOL	<ul style="list-style-type: none"> <li>• no EAL/D practicum</li> </ul>
	Bachelor of Languages, Master of Teaching (Secondary)		Master of Arts (TESOL)	<ul style="list-style-type: none"> <li>• DK 2 &amp; DK 6 not addressed</li> </ul>
<b>University of South Australia</b>	Bachelor of Secondary Education (Honours)	TESOL as sub-major but - <ul style="list-style-type: none"> <li>• DK 2 not addressed</li> <li>• EAL/D curriculum/ program planning and evaluation not addressed</li> <li>• EAL/D practicum?</li> </ul>	Master of Education (TESOL)	<ul style="list-style-type: none"> <li>• TESOL subjects meet EAL/D criteria</li> </ul>
	Master of Teaching	<ul style="list-style-type: none"> <li>• TESOL as minor specialisation</li> </ul>		
<b>University of Adelaide</b>	Bachelor of Teaching (Secondary) with Bachelor of Arts	<ul style="list-style-type: none"> <li>• no evidence of EAL/D courses</li> </ul>	Graduate Certificate in Education	<ul style="list-style-type: none"> <li>• English language teaching (ELT/ TESOL) specialisation</li> <li>• Insufficient information</li> </ul>
			Master of Education	

## WESTERN AUSTRALIA

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
<b>Curtin University</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>• Core Language literacy and literature courses but insufficient information</li> </ul>	Master of Education (specialisation in language, literacy and linguistics)	<ul style="list-style-type: none"> <li>• necessary options</li> <li>- Language Teaching methodology</li> <li>- Language Acquisition</li> <li>- Language Teaching Course</li> <li>- Design and Assessment</li> <li>• EALD practicum?</li> </ul>
			Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>• EAL/D practicum?</li> </ul>
			Master of Arts (Applied Linguistics) TESOL	
<b>Edith Cowan University</b>	Master of Teaching (Secondary)	<ul style="list-style-type: none"> <li>• Includes TESOL specialisation meeting criteria</li> </ul>	Master of Education	<ul style="list-style-type: none"> <li>• no EAL/D practicum</li> </ul>
			Graduate Certificate of Education	

**QUEENSLAND**

UNIVERSITY	PRESERVICE COURSES	COMMENTS	POST GRADUATE COURSES	COMMENTS
<b>Bond University</b>			Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>insufficient information</li> </ul>
			Master of Arts (TESOL)	
<b>Griffith University</b>	Master of Primary Teaching	<ul style="list-style-type: none"> <li>no evidence of EAL/D courses</li> </ul>	Graduate Certificate in TESOL	<ul style="list-style-type: none"> <li>insufficient information</li> </ul>
	Master of Secondary Teaching		Master of Education	<ul style="list-style-type: none"> <li>TESOL major – subjects meeting EAL/D criteria</li> </ul>
<b>James Cook University</b>	Bachelor of Education (Primary)	Core units: - Foundations of Language and Literacy in Education - English as an Additional Language/Dialect for Indigenous Learners	Master of Teaching and Learning (Primary)	Core units: - Language and Literacy education - culturally and linguistically diverse classrooms and communities
	Bachelor of Education (Secondary)		Master of Teaching and Learning (Secondary)	
<b>Queensland University of Technology</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>compulsory fourth year unit: Teaching EAL/D Learners</li> </ul>	Graduate Certificate in Education (TESOL)	<ul style="list-style-type: none"> <li>no EAL/D practicum</li> </ul>
	Bachelor of Education (Secondary)	<ul style="list-style-type: none"> <li>compulsory third year unit: Teaching EAL/D Learners</li> </ul>	Master of Education (TESOL)	<ul style="list-style-type: none"> <li>depends on subject choice and elective options taken</li> <li>no EAL/D practicum</li> </ul>
<b>University of Queensland</b>	Bachelor of Education (Primary)	<ul style="list-style-type: none"> <li>no evidence of EAL/D courses</li> </ul>	Graduate Certificate in Applied Linguistics	<ul style="list-style-type: none"> <li>TESOL Studies option meets EAL/D criteria</li> <li>no EAL/D practicum</li> </ul>
			Master of Applied Linguistics	
<b>University of Southern Queensland</b>	Master of Learning and Teaching (Primary)	<ul style="list-style-type: none"> <li>no evidence of EAL/D courses</li> </ul>	Graduate Certificate of Education (TESOL)	<ul style="list-style-type: none"> <li>TESOL subjects meet EAL/D criteria</li> </ul>
	Master of Learning and Teaching (Secondary)		Graduate Diploma of Education (TESOL)	<ul style="list-style-type: none"> <li>TESOL course meets EAL/D criteria, if DK 6 type subjects taken</li> </ul>
			Master of Education (TESOL)	