

## Capability Framework

# Teaching Aboriginal and Torres Strait Islander EAL/D learners

The Capability Framework supports implementation of the *Australian Professional Standards for Teachers*



Education &  
Communities



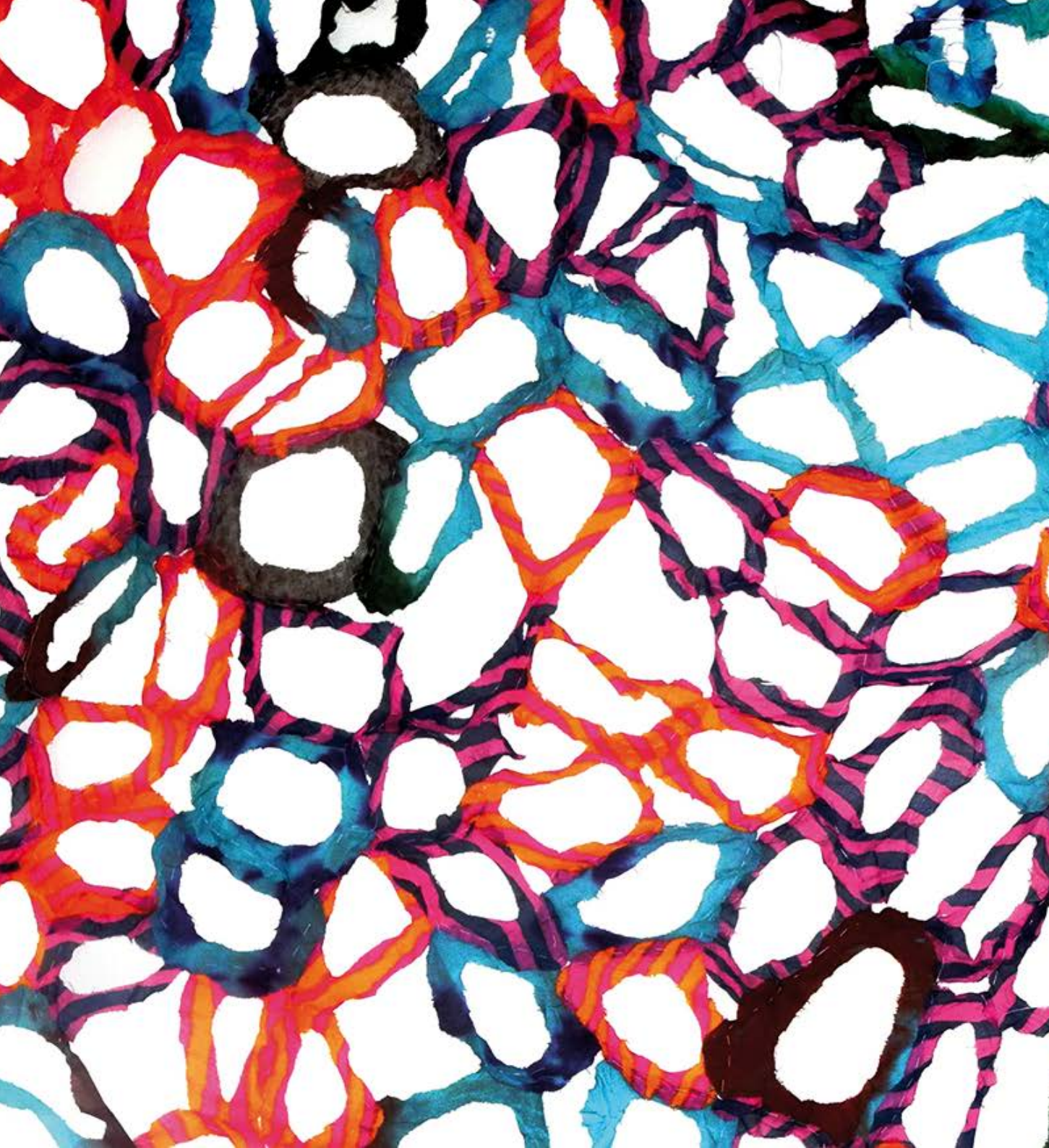
Northern Territory  
Government



Department of  
Education



Queensland  
Government



**Artist**

Elisa Jane Carmichael is a descendant of the Ngugi people, one of the three clan groups of the Quandamooka people of Moreton Bay, Queensland, Australia. We are the people of the sand and seas, Yoolooburabee.

**Artwork:** *The Spirit Net* — hand-stitched fabric, 2012

In the artist's own words: The Spirit Net was created when I was travelling throughout India in 2012. I created it while reflecting on my home country and our connections with Mother Earth. The spirit net depicts the movement of our waters, mountains, rocks, deserts and rainforests. It captures the spirit of our land with the spirit of our people today, combining our connections as one.

Photography by Kerry Trapnell, Darren Bell and Nigel Brown.

*The Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D learners* is a key deliverable of a project initiated by the Senior Officers National Network of Indigenous Education (SONNIE).

The Queensland Department of Education, Training and Employment advises that this document may contain images or references to deceased Aboriginal and Torres Strait Islander peoples from diverse cultural backgrounds and communities. This could be upsetting to some people.

© The State of Queensland (Department of Education, Training and Employment) 2013

# Introduction

Quality teaching is an important factor in improving education outcomes for Aboriginal and Torres Strait Islander students.

Across Australia, many Aboriginal and Torres Strait Islander students come to school speaking languages other than Standard Australian English (SAE). They must develop proficiency in SAE to attain equal access to classroom learning across the curriculum, including achieving in literacy and numeracy.

The quality teaching of these students relies on teachers having knowledge and practice (capabilities) in the education of English as an Additional Language or Dialect (EAL/D) learners including, crucially, teaching SAE.

These capabilities are described here in the *Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D learners* (the Framework).

The Framework is applicable to teachers working in remote, regional and urban contexts across Australia.

It was developed to align with and support the *Australian Professional Standards for Teachers* (APST) and can be used by:

- teachers to inform practice, self-assess their capabilities and inform professional learning goals
- principals to inform whole-school practice, determine staff professional learning needs and as support when undertaking performance conversations and assessing teachers against the APST (particularly 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students)
- states and territories to plan and deliver appropriate professional learning opportunities
- Australian universities to inform content for inclusion in pre-service teacher and postgraduate courses.



## Aboriginal and Torres Strait Islander EAL/D learners

There are around 175,000 Aboriginal and Torres Strait Islander students in urban, regional and remote schools across Australia — from Arnhem Land in the Northern Territory to Saibai Island in the Torres Strait, from inner city Sydney to the west coast of Western Australia and down to the tip of Tasmania.

Aboriginal and Torres Strait Islander students come from rich and diverse family, cultural and language backgrounds. Students have varied life experiences, including living and going to school in the remotest areas of Australia to the busiest areas of major cities.

The language a child acquires is primarily dependent on the languages spoken by their primary caregivers when they are very young. Although some Aboriginal and Torres Strait Islander children acquire SAE as their first language, the first language of others may be a language or dialect other than SAE, regardless of where they live.

Aboriginal and Torres Strait Islander EAL/D learners are likely to have first languages that are:

- traditional languages — Aboriginal and Torres Strait Islander languages that originated prior to European colonisation, some of which continue to be spoken today
- creole languages — new languages that have formed since colonisation. There are creole languages spoken by Aboriginal and Torres Strait Islander people across Australia
- Aboriginal English — dialects of English spoken by many Aboriginal people across Australia.

Creoles spoken by Aboriginal and Torres Strait Islander people in Australia and varieties of Aboriginal English may superficially resemble Standard Australian English. This can result in students who speak these languages not having their EAL/D learning needs recognised or addressed.

It is important to acknowledge that, although a student may not be proficient in a traditional language, they may strongly identify with one or more traditional languages. The Framework refers to these as heritage languages.



# Using the Framework

This Framework is designed so that it can be used independently or alongside the *Australian Professional Standards for Teachers (APST)*. It does not replace the APST.

The Framework has seven Capabilities. Each Capability is related to an APST Standard. The Capabilities provide supplementary information for the effective teaching of Aboriginal and Torres Strait Islander EAL/D learners.

Like the APST, the Capabilities in this framework are arranged into Domains of Teaching: Professional Knowledge, Professional Practice and Professional Engagement.

The following table shows how the Capabilities relate to the APST Standards:

	Framework Capabilities	Related Standards from the APST	
<b>Professional Knowledge</b>	1. Identify Aboriginal and Torres Strait Islander EAL/D learners and understand EAL/D learning	1. Know students and how they learn	<b>Professional Knowledge</b>
	2. Know about language, Standard Australian English, and the language demands of the curriculum	2. Know the content and how to teach it	
<b>Professional Practice</b>	3. Plan for and implement effective teaching and learning for Aboriginal and Torres Strait Islander EAL/D learners	3. Plan for and implement effective teaching and learning	<b>Professional Practice</b>
	4. Create and maintain supportive and safe learning environments for Aboriginal and Torres Strait Islander EAL/D learners	4. Create and maintain supportive and safe learning environments	
	5. Assess, monitor and provide feedback on EAL/D learners' learning and SAE development	5. Assess, provide feedback and report on student learning	
<b>Professional Engagement</b>	6. Engage in professional learning about teaching Aboriginal and Torres Strait Islander EAL/D learners	6. Engage in professional learning	<b>Professional Engagement</b>
	7. Develop and engage in respectful and reciprocal cross-cultural relationships	7. Engage professionally	

The Capabilities are broken down into Essential Elements (EE). Each EE is named and numbered. The EEs are described at four levels of teacher development: Graduate, Proficient, Highly Accomplished and Lead. These descriptions provide information about the expected growth and development of teachers’ professional knowledge and practice in each EE.

**Levels of development**

Teachers may be at different stages of development for different EEs. For example, a teacher may be at a Proficient level for EE 1d (Understand EAL/D teaching and learning), but may be at a Graduate level for EE 1b (Find out about languages of the school community, including students’ first languages and heritage languages).

**Graduate level:** Teachers at a Graduate level demonstrate knowledge of and understandings about the EE. In the Framework, Graduate teachers are also beginning to apply this knowledge with support from others.

Teachers operating within the Graduate level of a particular EE may be:

- new teachers who have obtained a teaching qualification that meets the requirements of a nationally accredited program or initial teacher education course
- teachers who are new to developing their knowledge and practice in the EE.

**Proficient level:** Teachers at a Proficient level of a particular EE have further developed knowledge and understandings about the EE and are effective in applying this knowledge.

**Highly Accomplished level:** Teachers at a Highly Accomplished level of a particular EE are highly effective, knowledgeable and skilled in the EE. They also contribute to their colleagues’ learning and practice.

**Lead level:** Teachers at a Lead level of a particular EE have exemplary knowledge and demonstrate consistent and innovative practice within the EE. They contribute significantly to establishing school-wide processes, initiate and lead professional learning, and mentoring others about the EE.

The following diagram shows the layout of the Framework.



# Capability Framework

## Teaching Aboriginal and Torres Strait Islander EAL/D learners

### Capability 1. Identify Aboriginal and Torres Strait Islander EAL/D learners and understand EAL/D learning

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>1a Know about languages spoken by Aboriginal and Torres Strait Islander students across Australia:</p> <ul style="list-style-type: none"> <li>• <b>traditional languages</b></li> <li>• <b>creoles</b></li> <li>• English <b>dialects</b>, e.g. <b>Aboriginal English</b>.</li> </ul>	<p>Demonstrate awareness of the range of languages spoken by Aboriginal and Torres Strait Islander students across Australia.</p> <p>Demonstrate awareness that Aboriginal and Torres Strait Islander languages are legitimate, complex, rule-governed languages.</p>	<p>Demonstrate a good understanding about the range of languages spoken by Aboriginal and Torres Strait Islander students across Australia, and the historical and social factors that have influenced them.</p>	<p>Demonstrate high-level knowledge about the range of languages spoken by Aboriginal and Torres Strait Islander students across Australia, and the historical and social factors that have influenced them.</p> <p>Support <b>colleagues</b> to learn about the range of languages spoken by Aboriginal and Torres Strait Islander students across Australia.</p> <p>Raise awareness among <b>colleagues</b> that Aboriginal and Torres Strait Islander languages are legitimate, complex and rule-governed languages.</p>	<p>Demonstrate high-level knowledge and initiate school-wide professional learning about the range of languages spoken by Aboriginal and Torres Strait Islander students across Australia, and the historical and social factors that have influenced them.</p>
<p>1b Find out about languages of the school community, including students' <b>first languages</b> and <b>heritage languages</b>.</p>	<p>Demonstrate awareness of strategies and approaches for finding out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p>	<p>Demonstrate and use strategies and approaches for finding out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p>	<p>Consistently use strategies and approaches for finding out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p> <p>Guide <b>colleagues</b> to find out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p>	<p>Demonstrate in-depth knowledge and exemplary practice, and initiate school-wide processes for finding out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p> <p>Establish and facilitate professional learning opportunities for <b>colleagues</b> in relation to finding out about students' <b>first languages</b> and, where appropriate, <b>heritage languages</b>.</p>

**Bold** terms are defined in the glossary.

## Professional Knowledge

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>1c Identify Aboriginal and Torres Strait Islander <b>EAL/D learners</b> by:</p> <ul style="list-style-type: none"> <li>identifying students with <b>first languages</b> other than <b>SAE</b></li> <li>reviewing student profile information for <b>EAL/D learner</b> status and students' <b>SAE proficiency levels</b></li> <li>assessing <b>SAE proficiency levels</b> of learners who have a <b>first language</b> other than <b>SAE</b></li> <li>updating school or system records with <b>EAL/D learner</b> status.</li> </ul>	<p>Demonstrate awareness that students who speak a <b>first language</b> other than <b>SAE</b> and who are in the process of developing proficiency in <b>SAE</b> are <b>EAL/D learners</b>.</p> <p>Demonstrate an understanding about how to identify Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Work with guidance from Highly Accomplished and Lead <b>colleagues</b> to identify Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Work with guidance from Highly Accomplished and Lead <b>colleagues</b> to differentiate <b>EAL/D learning</b> needs from speech language impairment and other learning needs.</p>	<p>Accurately and consistently identify Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p>	<p>Demonstrate and apply high-level knowledge and contribute to <b>colleagues'</b> learning about identifying Aboriginal and Torres Strait Islander <b>EAL/D learners</b>, and assist them to differentiate <b>EAL/D</b> from speech language impairment and other learning needs.</p>	<p>Demonstrate high-level knowledge and exemplary practice in the identification of Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Initiate school-wide processes and policies and lead professional learning relating to the identification of Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Manage school-wide data relating to Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p>
<p>1d Understand <b>EAL/D*</b> teaching and learning:</p> <ul style="list-style-type: none"> <li>learning an additional language or <b>dialect</b></li> <li>learning curriculum content in and through an additional language or <b>dialect</b></li> <li>strategies for teaching <b>EAL/D learners</b>, including strategies for incorporating students' <b>first languages</b> in teaching and learning.</li> </ul>	<p>Demonstrate some understanding of theories and strategies relating to <b>EAL/D</b> teaching and learning.</p>	<p>Demonstrate sound knowledge about theories and strategies relating to <b>EAL/D</b> teaching and learning.</p>	<p>Demonstrate in-depth knowledge and support <b>colleagues</b> to understand theories and strategies relating to <b>EAL/D</b> teaching and learning.</p>	<p>Demonstrate high-level knowledge, initiate school-wide professional learning, and mentor teachers and pre-service teachers about <b>EAL/D</b> teaching and learning.</p>

**Bold** terms are defined in the glossary.

\* Also known as ESL/D (English as a Second Language or Dialect).

Capability 1 can be used alongside and to guide performance conversations around APST Standard 1.

In particular, Focus Areas:

1.2 Understand how students learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.

## Professional Knowledge



## Capability 2. Know about language, Standard Australian English, and the language demands of the curriculum

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
2a Language as a system, including the interrelated components of: <ul style="list-style-type: none"> <li>• syntax (structure)</li> <li>• morphology (word building)</li> <li>• phonology (sounds) and</li> <li>• semantics (meanings).</li> </ul>	Demonstrate a basic understanding of language as a system and an awareness of its interrelated components.	Demonstrate a good understanding of language as a system and its interrelated components. Know that the interrelated components operate differently in different languages.	Demonstrate an in-depth understanding of language as a system and its interrelated components. Share knowledge with <b>colleagues</b> and support them to learn about language as a system.	Demonstrate a high-level understanding of language as a system and its interrelated components. Initiate school-wide professional learning and mentor teachers and pre-service teachers about language as a system.
2b Language in use: <ul style="list-style-type: none"> <li>• pragmatics</li> <li>• discourse</li> <li>• social and cultural usages</li> <li>• language and culture</li> <li>• written language.</li> </ul>	Demonstrate a basic understanding about language in use. Know there is a relationship between language and culture. Know that languages vary according to social, cultural and regional factors.	Demonstrate a good understanding about language in use. Understand how cultural understandings and practices are reflected in languages and the ways people use them.	Demonstrate an in-depth understanding, and contribute to <b>colleagues'</b> learning, about language in use.	Demonstrate a high-level understanding about language in use. Contribute to <b>colleagues'</b> learning, initiate school-wide professional learning, and mentor teachers and pre-service teachers about language in use.
2c How <b>Standard Australian English</b> works: <ul style="list-style-type: none"> <li>• <b>SAE's</b> interrelated components</li> <li>• <b>SAE</b> in use.</li> </ul>	Demonstrate an understanding about the interrelated components of <b>SAE</b> and how they combine to form meaningful sentences and texts. Demonstrate an understanding about how spoken and written <b>SAE</b> varies according to context.	Demonstrate a good understanding about the interrelated components of <b>SAE</b> and how spoken and written <b>SAE</b> varies according to context. Be able to effectively explain to <b>EAL/D learners</b> how <b>SAE</b> works.	Demonstrate an in-depth understanding and contribute to <b>colleagues'</b> learning about the interrelated components of <b>SAE</b> , and how <b>SAE</b> varies according to context. Be able to effectively explain to <b>EAL/D learners</b> how <b>SAE</b> works.	Demonstrate high-level knowledge and initiate and lead school-wide opportunities for professional learning about how <b>SAE</b> works.
2d <b>SAE</b> language demands of the curriculum: <ul style="list-style-type: none"> <li>• <b>SAE</b> language required for teaching, learning and assessment.</li> </ul>	Demonstrate knowledge of how to determine spoken and written <b>SAE</b> demands of tasks/units of work. Work with support from Highly Accomplished and Lead <b>colleagues</b> to develop practice.	Apply knowledge to determine spoken and written <b>SAE</b> demands of tasks/units of work.	Apply in-depth knowledge to determine spoken and written <b>SAE</b> demands of tasks/units of work with accuracy and thoroughness. Support and guide <b>colleagues</b> to determine spoken and written <b>SAE</b> demands of tasks/units of work.	Apply high-level knowledge and demonstrate exemplary practice in determining the <b>SAE</b> language demands of the curriculum. Establish and support school-wide planning processes that include determining the <b>SAE</b> demands of the curriculum.

**Bold** terms are defined in the glossary.

Capability 2 can be used alongside and to guide performance conversations around APST Standard 2.

In particular, Focus Areas:

2.1 Content and teaching strategies of the teaching area

2.2 Content selection and organisation.

## Professional Knowledge

### Capability 3. Plan for and implement effective teaching and learning for Aboriginal and Torres Strait Islander EAL/D learners

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>3a <b>Plan</b> teaching and learning using information about:</p> <ul style="list-style-type: none"> <li>• <b>EAL/D</b> teaching and learning (See EE 1d)</li> <li>• <b>SAE</b> language demands of the curriculum (See EE 2d)</li> <li>• learners' <b>SAE proficiency levels</b> (See EE 5a)</li> <li>• <b>EAL/D learners'</b> formative and summative <b>SAE</b> assessment data (See EE 5b).</li> </ul>	<p>Demonstrate knowledge of how to plan using information about <b>EAL/D learners</b> and <b>EAL/D</b> teaching and learning.</p> <p>Work with support from Highly Accomplished and Lead <b>colleagues</b> to develop practice.</p>	<p>Effectively <b>plan</b> using information about <b>EAL/D learners</b> and <b>EAL/D</b> teaching and learning.</p> <p>Select, create and use resources that support <b>EAL/D learners</b>.</p>	<p>Demonstrate highly effective practice and support, mentor and guide <b>colleagues</b> to <b>plan</b> using information about <b>EAL/D learners</b> and <b>EAL/D</b> teaching and learning.</p>	<p>Demonstrate exemplary practice and initiate and lead professional development about <b>planning</b> using information about <b>EAL/D learners</b> and <b>EAL/D</b> teaching and learning.</p> <p>Establish and support school-wide planning processes that use information about <b>EAL/D learners</b> and <b>EAL/D</b> teaching and learning.</p>
<p>3b Implement strategies for teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p>	<p>Demonstrate knowledge of strategies for teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Work with support from Highly Accomplished and Lead <b>colleagues</b> to develop practice.</p>	<p>Effectively implement a range of strategies for teaching <b>EAL/D learners</b>.</p> <p>Differentiate and adapt teaching strategies in response to emerging needs of Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p>	<p>Demonstrate highly effective practice, and support <b>colleagues</b> to implement strategies for teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p> <p>Model effective teaching strategies for <b>colleagues</b>.</p>	<p>Demonstrate exemplary practice, mentor teachers and pre-service teachers, and initiate and lead professional development about strategies for teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b>.</p>
<p>3c Incorporate students' <b>first languages</b> in teaching and learning.</p>	<p>Demonstrate awareness of strategies to incorporate students' <b>first languages</b> in teaching and learning.</p> <p>Work with support from Highly Accomplished and Lead <b>colleagues</b> to incorporate students' <b>first languages</b> in teaching and learning.</p>	<p>Create effective teaching and learning experiences that incorporate students' <b>first languages</b>, for example, in beginning literacy development.</p>	<p>Demonstrate discernment and skill in incorporating students' <b>first languages</b> in teaching and learning.</p> <p>Support <b>colleagues</b> to incorporate students' <b>first languages</b> in teaching and learning.</p>	<p>Demonstrate exemplary practice, and lead processes to support incorporating students' <b>first languages</b> in teaching and learning.</p> <p>Establish school-wide <b>planning</b> processes and professional development about maximising learning opportunities by incorporating students' <b>first languages</b> in teaching and learning.</p>

**Bold** terms are defined in the glossary.

Capability 3 can be used alongside and to guide performance conversations around APST Standard 3.

In particular, Focus Areas:

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources.

## Professional Practice

## Capability 4. Create and maintain supportive and safe learning environments for Aboriginal and Torres Strait Islander EAL/D learners

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>4a Create a learning environment that supports Aboriginal and Torres Strait Islander <b>EAL/D learners' participation</b> through:</p> <ul style="list-style-type: none"> <li>organising the teaching and learning environment (e.g. displaying examples of print)</li> <li>responding appropriately to learners (e.g. teacher – student interactions and behaviour management)</li> <li>organising student groupings.</li> </ul>	<p>Demonstrate knowledge of how to create a learning environment that supports <b>EAL/D learners' participation</b>.</p> <p>Work with support from Highly Accomplished and Lead <b>colleagues</b> to develop practice.</p>	<p>Create a learning environment that effectively supports <b>EAL/D learners' participation</b>.</p> <p>Support individual learners' <b>participation</b> by considering their <b>SAE proficiency levels</b> and cultural understandings.</p>	<p>Demonstrate highly effective practice in creating a learning environment that supports <b>EAL/D learners' participation</b> in a range of ways.</p> <p>Support <b>colleagues</b> to organise the learning environment and to understand how <b>EAL/D learners' participation</b> is influenced by their <b>SAE proficiency levels</b> and cultural understandings.</p>	<p>Demonstrate exemplary practice and initiate professional learning about supporting <b>EAL/D learners' participation</b>.</p> <p>Lead initiatives to create and maintain a whole-school environment that supports <b>participation of EAL/D learners</b> and their families.</p>
<p>4b Value and respect Aboriginal and Torres Strait Islander students' languages.</p>	<p>Demonstrate respect for and value all Aboriginal and Torres Strait Islander students' languages.</p>	<p>Consistently value and respect all Aboriginal and Torres Strait Islander students' languages.</p>	<p>Actively and meaningfully value and respect all Aboriginal and Torres Strait Islander students' languages.</p> <p>Support <b>colleagues</b> to understand the importance of valuing and respecting all Aboriginal and Torres Strait Islander students' languages.</p>	<p>Create a school-wide environment that values and respects all Aboriginal and Torres Strait Islander students' languages.</p> <p>Mentor teachers and pre-service teachers and initiate professional learning about the importance of valuing and respecting Aboriginal and Torres Strait Islander students' languages.</p>

**Bold** terms are defined in the glossary.

Capability 4 can be used alongside and to guide performance conversations around APST Standard 4.

In particular, Focus Areas:

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.4 Maintain student safety.

## Professional Practice

### Capability 5. Assess, monitor and provide feedback on EAL/D learners' learning and SAE development

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>5a Undertake <b>EAL/D</b> language assessment to:</p> <ul style="list-style-type: none"> <li>determine students' language learning needs</li> <li>determine students' <b>SAE proficiency levels</b> in speaking, listening, reading/viewing and writing</li> <li>monitor students' <b>SAE</b> development.</li> </ul> <p>(See EE 3a for links to planning)</p>	<p>Demonstrate awareness of and begin to use <b>EAL/D</b> assessment and monitoring tools* and approaches.</p> <p>Moderate judgements about <b>EAL/D learners' SAE</b> development with <b>colleagues</b>.</p>	<p>Accurately use <b>EAL/D</b> assessment and monitoring tools* and approaches.</p> <p>Moderate judgements about <b>EAL/D learners' SAE</b> development with <b>colleagues</b>.</p>	<p>Demonstrate highly effective practice in using <b>EAL/D</b> assessment and monitoring tools* and approaches.</p> <p>Support <b>colleagues</b> to use <b>EAL/D</b> assessment and monitoring tools and approaches and to participate in moderation processes.</p>	<p>Demonstrate exemplary practice.</p> <p>Establish and manage school-wide processes for using <b>EAL/D</b> assessment and monitoring tools* and approaches, including for moderation.</p> <p>Initiate and lead professional learning about determining students' <b>SAE</b> language learning needs and <b>SAE proficiency levels</b>.</p>
<p>5b Consider <b>EAL/D learners' SAE</b> language learning needs when undertaking formative and summative assessment in Learning Areas by:</p> <ul style="list-style-type: none"> <li>developing marking guides/criteria sheets that include <b>SAE</b> language demands that will be taught through a unit of work (see EE 2d)</li> <li>enabling learners at all levels of <b>SAE proficiency</b> to demonstrate their knowledge in the Learning Areas.</li> </ul>	<p>Demonstrate understanding of how to develop marking guides/criteria sheets that include <b>SAE</b> language demands that will be taught through a unit of work.</p> <p>Know how to enable <b>EAL/D learners</b> at varying <b>SAE proficiency levels</b> to demonstrate their knowledge in the Learning Areas.</p> <p>Work with support from Highly Accomplished and Lead <b>colleagues</b> to undertake summative assessment of <b>EAL/D learners</b> in Learning Areas.</p>	<p>Develop marking guides/criteria sheets that include <b>SAE</b> language demands that will be taught through a unit of work.</p> <p>Enable <b>EAL/D learners</b> at varying <b>SAE proficiency levels</b> to demonstrate their knowledge in the Learning Areas.</p>	<p>Demonstrate highly effective practice and support <b>colleagues</b> to consider <b>EAL/D learners' SAE</b> language learning needs when undertaking summative assessment in Learning Areas.</p>	<p>Demonstrate exemplary practice.</p> <p>Establish and manage school-wide processes for and initiate and lead professional development about the summative assessment of <b>EAL/D learners</b> in the Learning Areas.</p>

\*States and territories in Australia use various tools for assessing and monitoring EAL/D learners' SAE development.

**Bold** terms are defined in the glossary.

# Professional Practice

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
<p>5c Interpret and use <b>SAE</b> language assessment data (see EE 5a and 5b) to:</p> <ul style="list-style-type: none"> <li>inform teaching practice</li> <li>monitor, report and feed back on <b>EAL/D learners' SAE</b> development.</li> </ul>	<p>Demonstrate knowledge of how to interpret and use <b>SAE</b> language assessment data to inform teaching practice, monitor, report and feed back on <b>EAL/D learners' SAE</b> development.</p>	<p>Consistently and effectively interpret and use <b>SAE</b> language assessment data to inform teaching practice.</p> <p>Closely monitor <b>EAL/D learners' SAE</b> development and provide timely and appropriate feedback to students and their parents and carers.</p>	<p>Demonstrate highly effective practice in interpreting and using <b>SAE</b> assessment data to inform teaching practice, including incorporating differentiated strategies to meet the specific learning needs of students across the full range of <b>SAE proficiency levels</b>.</p> <p>Support <b>colleagues</b> to interpret and use <b>SAE</b> assessment data to inform teaching practice and to monitor, report and feed back on <b>EAL/D learners' SAE</b> language development.</p>	<p>Demonstrate exemplary practice and use <b>EAL/D</b> assessment data to inform school-wide planning.</p> <p>Initiate and lead professional learning about interpreting and using <b>SAE</b> language assessment data.</p>

**Bold** terms are defined in the glossary.

Capability 5 can be used alongside and to guide performance conversations around APST Standard 5.

In particular, Focus Areas:

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student data.

## Professional Practice

## Capability 6. Engage in professional learning about teaching Aboriginal and Torres Strait Islander EAL/D learners

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
6a Establish professional learning goals in relation to teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Demonstrate an awareness of the capabilities required to effectively teach Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .  Reflect on own knowledge and practice using the <i>Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D learners</i> .	Engage with <b>colleagues</b> to assist with establishing professional learning goals using the <i>Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D learners</i> .	Regularly self-assess knowledge and practice using the <i>Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D learners</i> , and support <b>colleagues</b> to establish professional learning goals.	Establish school-wide policies and processes for establishing professional learning goals in relation to teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .
6b Engage in professional learning about teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Demonstrate an awareness of sources of professional learning relevant to teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .  Locate and begin to engage with relevant sources of professional learning.	Actively engage in and apply relevant professional learning.	Actively seek and engage deeply with professional learning that aligns to own professional development needs and the needs of students.  Support and guide <b>colleagues</b> to learn about teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Actively seek and engage in high-level professional learning.  Establish school-wide professional learning pathways, and develop and facilitate meaningful, targeted and context-driven professional learning about teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .

**Bold** terms are defined in the glossary.

Capability 6 can be used alongside and to guide performance conversations around APST Standard 6.

In particular, Focus Areas:

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

6.4 Apply professional learning and improve student learning.

# Professional Engagement

## Capability 7. Develop and engage in respectful and reciprocal cross-cultural relationships

Essential Element	Graduate	Proficient	Highly Accomplished	Lead
7a Develop respectful, reciprocal cross-cultural relationships with students, <b>colleagues</b> , families and community that support the teaching of Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Demonstrate an awareness of the importance of, and how to engage in, respectful and reciprocal cross-cultural relationships.	Actively engage in respectful and reciprocal cross-cultural relationships with students, <b>colleagues</b> and families that support all aspects of teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Actively engage in, and support <b>colleagues</b> to develop, respectful and reciprocal cross-cultural relationships that support all aspects of teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .	Demonstrate exemplary practice, and lead and support a school-wide culture that values and encourages respectful, reciprocal cross-cultural relationships to support all aspects of teaching Aboriginal and Torres Strait Islander <b>EAL/D learners</b> .
7b Operate respectfully within cultural protocols.	Demonstrate an awareness of the importance of operating respectfully within cultural protocols relating to working with Aboriginal and Torres Strait Islander languages and <b>EAL/D learners</b> .  Work with support from relevant <b>colleagues</b> and community members to find out how to operate respectfully within cultural protocols for a specific context.	Work respectfully within cultural protocols when working with Aboriginal and Torres Strait Islander languages and <b>EAL/D learners</b> , including when finding out about students' languages and when engaging with students, families and communities.	Support <b>colleagues</b> to become aware of the importance of finding out about and operating within cultural protocols.	Establish school-wide policies and processes that ensure the school operates respectfully within cultural protocols relating to working with Aboriginal and Torres Strait Islander languages and <b>EAL/D learners</b> and their families.

**Bold** terms are defined in the glossary.

Capability 7 can be used alongside and to guide performance conversations around APST Standard 7.

In particular, Focus Areas:

7.1 Meet professional ethics and responsibilities

7.3 Engage with the parents/carers.

# Professional Engagement

# Glossary

## Aboriginal English

Aboriginal English is the name given to dialects of English spoken by many Aboriginal people across Australia. Aboriginal English varies from other dialects of English by way of distinct linguistic features and cultural usages.

The Australian Curriculum Assessment and Reporting Authority (ACARA), through the addition of the 'D' in EAL/D, has intentionally included students who speak a variety of Aboriginal English as their first language, and who do not yet have full proficiency in SAE, as part of the cohort that requires targeted classroom support.

## Colleagues

In this Framework, the term colleagues encompasses school staff. It includes teaching and non-teaching staff, such as, teaching assistants, community liaison officers, guidance officers and other specialist staff.

## Creoles

Creoles are languages that develop from pidgin languages. Pidgin languages emerge as a way for people who do not have a common language to communicate. If over time a pidgin develops into a more complex, stable language and is acquired by children as a first language, it is then defined as a creole. Creoles adopt elements of the languages spoken in the surrounding environment. They are equal to any of the world's languages — they are complex, rule-governed systems of communication and can express an infinite range of ideas.

Creoles are spoken by many Aboriginal and Torres Strait Islander people across Australia. When these creoles formed, they were heavily influenced by English, as well as traditional Aboriginal and Torres Strait Islander languages and other languages, which were being spoken in Australia at the time. This means that Aboriginal and Torres Strait Islander creoles may superficially resemble English. Some have names — for example, *Kriol* is the name of a creole predominantly spoken in some areas of the Northern Territory and Western Australia, and *Yumplatok* and *Torres Strait Creole* are names of a creole predominantly spoken by Torres Strait Islanders in the Torres Strait and on mainland Australia. However, speakers of creoles may use a range of informal ways of referring to them, or they may not regard them as creoles. They may refer to their languages in various ways — some examples are *pidgin*, *broken* and *lingo*, or they may refer to them as English.

Not all creoles have standardised writing systems, though many speakers use elements of the English spelling system for written communication in Aboriginal and Torres Strait Islander creoles.

## Dialects

Different social, cultural and regional groups can have different versions of a particular language. These distinctive varieties of a language are called dialects. Dialects are identifiable by a particular set of systematic variations in their linguistic features. Standard Australian English and Aboriginal English are examples of dialects of English.

## EAL/D

(Standard Australian) English as an Additional Language or Dialect

## EAL/D learners

EAL/D learners are often referred to in literature and other documents as English as a Second Language or Dialect (ESL/D) learners.

Learners of (Standard Australian) English as an additional language or dialect are students who speak languages other than SAE as their first languages and are not yet fully proficient in SAE. The term encompasses two types of language learners:

1. English as an additional language (EAL) learners:  
An EAL learner speaks a language or languages other than English as their first language/s, and is in the process of becoming proficient in English. Aboriginal and Torres Strait Islander EAL learners are likely to have traditional languages or creoles as first languages.
2. (Standard Australian) English as an additional dialect (EAD) learners:  
An EAD learner speaks a dialect of English other than SAE as their first language, and is in the process of becoming proficient in SAE. Students are included in this category if the dialect they speak as a first language is sufficiently different from SAE as to influence the extent to which the student can participate in the SAE-speaking school learning environment without support. ACARA has specifically and intentionally included students who speak Aboriginal English — a dialect of English — in the EAD category.



### **First language**

The language or languages acquired during infancy from the child's close environment. Note that a student may have more than one first language.

### **Heritage languages**

See Traditional languages.

### **Language**

Language is a human system of communication. All human societies use language to communicate.

Individual languages can either be spoken or signed. Spoken languages combine speech sounds into words and sentences; while sign languages, used by deaf communities, combine gestures.

Languages use systems of rules, which make up a language's grammar. The rules relate to:

- phonology — how speech sounds combine (in spoken language)
- morphology — how words are structured
- syntax — how sentences are structured.

When languages are in use, the following factors also come into play:

- pragmatics — how context and situation affect meaning
- discourse — the arrangement of sentences into a text, whether spoken or written
- social and cultural usage — how different social and cultural groups use languages in different ways.

Some, but not all, languages have writing systems.

### **Languages of country**

See Traditional languages.

### **Participation (in classroom learning)**

EAL/D learners' participation in classroom learning refers not only to their physical engagement, but also to their ability and facility to access meaning to contribute to their own and others' learning.

### **Plan**

In this document, to plan is to design a unit or program to facilitate learning, and includes determining teaching emphases, and selecting, structuring and sequencing activities.

### **Proficiency levels**

Proficiency levels are the extent to which a learner of an additional language or dialect can produce and comprehend forms of the target language at a given stage. Proficiency levels in SAE can be measured (assessed) using EAL/D (ESL/D) assessment tools.

### **Protocols**

Protocols are culturally defined appropriate behaviours for interaction and communication. For people external to a particular cultural group, finding out the group's protocols and making an effort to follow them is a way of showing respect to this group. Since Aboriginal and Torres Strait Islander cultures are diverse, protocols can vary from context to context.

### **Standard Australian English (SAE)**

Standard Australian English is the dialect of English spoken by many Australians. It is the language used widely in media and systems of government, and the language of the Australian Curriculum. It is the vehicle for teaching, assessment and reporting in most Australian schools. SAE differs from other global Englishes mainly in its accent, with some grammatical differences. It is, for the most part, mutually comprehensible with other standard Englishes (such as, Standard American English and Standard British English). The writing system of SAE is based on that of British English.

### **Traditional languages**

In this Framework, traditional languages are those Aboriginal and Torres Strait Islander languages whose origins predate European colonisation, including those which continue to be used, whether spoken contemporarily, used in ceremonies and other cultural practices, or the subject of language revival programs.

The following terms relate to traditional languages:

- **Heritage languages**  
In this document, the term heritage languages is used to refer to traditional languages, which are part of a student's ancestry. A student and his/her family may identify strongly with and/or know how to speak their heritage language/s.
- **Languages of country**  
Traditional Aboriginal and Torres Strait Islander languages identified by custodians as connected to particular areas.

## Access to professional development

Individuals and schools should contact their state or territory's education department to source professional development and resources relating to the capabilities in the Framework. This may include contacting the department's:

- Aboriginal and Torres Strait Islander education divisions or units
- professional learning institutes or divisions
- regional offices.

## Acronyms used

### **ACARA**

Australian Curriculum Assessment and Reporting Authority

### **APST**

Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership)

### **EAL/D**

(Standard Australian) English as an Additional Language or Dialect

### **EE**

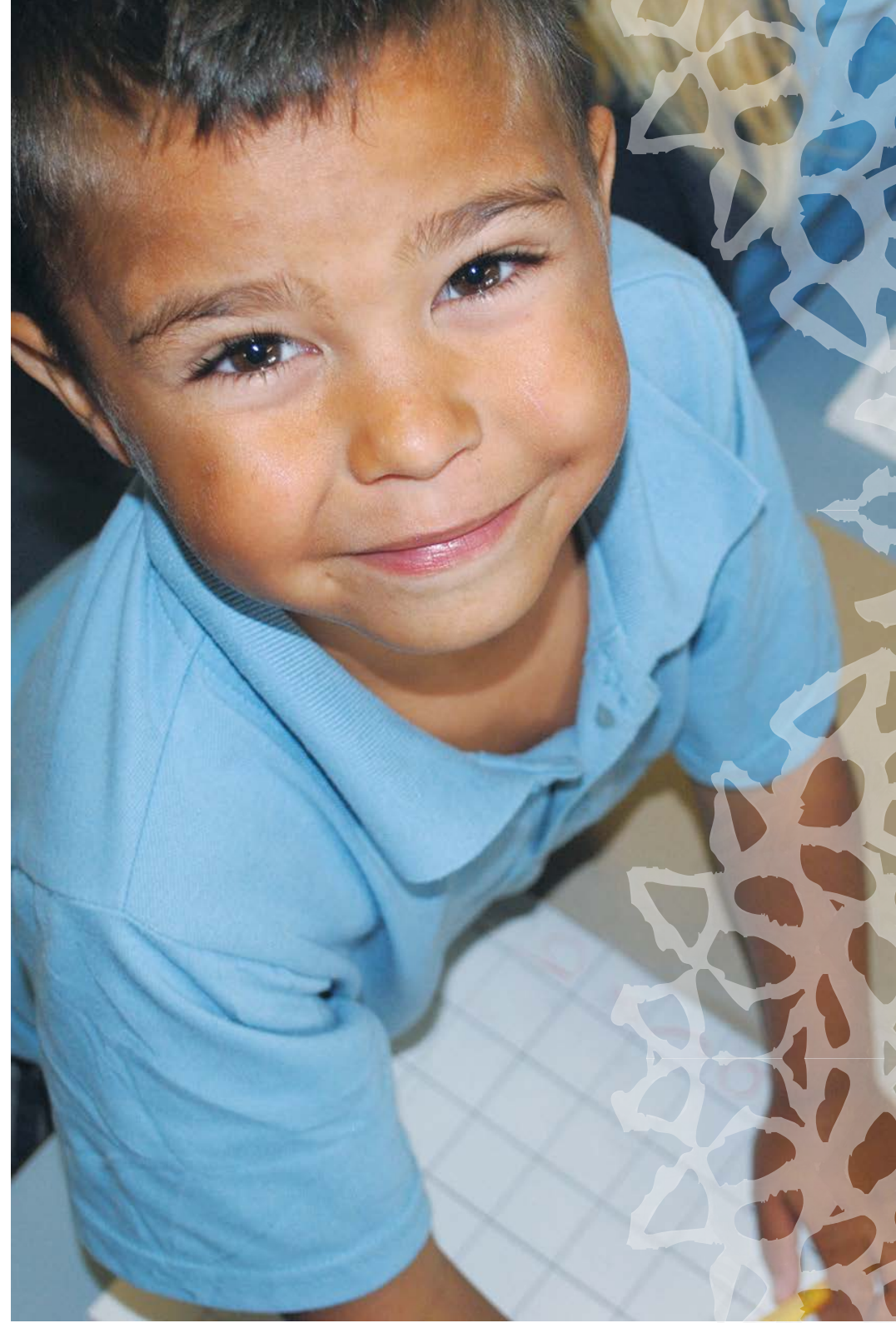
Essential Element

### **ESL/D**

(Standard Australian) English as a Second Language or Dialect

### **SAE**

Standard Australian English



# Acknowledgments

## Steering Committee

Angela Leitch  
Queensland Department of Education,  
Training and Employment

Michele Hall  
New South Wales Department of  
Education and Communities

Karmi Sceney  
Northern Territory Department of  
Education and Children's Services

Bruce Roper  
Department of Education Western  
Australia

Gina Archer  
Indigenous Education Consultative  
Bodies

Shane Williams  
Commonwealth Department of  
Education, Employment and Workplace  
Relations

## Project Team

Claire Gorman  
Queensland Department of Education,  
Training and Employment

Lainie Herron  
Queensland Department of Education,  
Training and Employment

Emma Nicol  
Queensland Department of Education,  
Training and Employment

Renaë O'Hanlon  
Queensland Department of Education,  
Training and Employment

Geraldine Saunders  
Queensland Department of Education,  
Training and Employment

## Expert Advisory Group

Donna McLaren  
New South Wales Department of  
Education and Communities

Adrian Robinson  
New South Wales Department of  
Education and Communities

Margaret Turnbull  
New South Wales Department of  
Education and Communities

Lisa Chappell  
Northern Territory Department of  
Education and Children's Services

Trish Chisholm  
Northern Territory Department of  
Education and Children's Services

Debra Liddiard-Tarumnggi  
Northern Territory Department of  
Education and Children's Services

Denise Angelo  
Queensland Department of Education,  
Training and Employment

Rose Callaghan  
Queensland Department of Education,  
Training and Employment

Catherine Hudson  
Queensland Department of Education,  
Training and Employment

Coral Brockman  
Department of Education Western  
Australia

Karen Cowie  
Department of Education Western  
Australia

Patricia Konigsberg  
Department of Education Western  
Australia

Majella Stevens  
Department of Education Western  
Australia

Dr Jennifer Munro  
Consultant

Annette Millar  
Consultant

