

English as an additional language or dialect (EAL/D)

Supporting EAL/D students | Professional development resource

Reflecting on practice

The purpose of this resource is to guide the viewing of practitioners talking about supporting EAL/D students at different phases of English language development.

This reflection resource and its accompanying video support teachers to meet elements of Standards 1 and 2 of the Australian Professional Standards for Teachers (www.aitsl.edu.au/teach/standards).

Recommended time: 20 minutes

Reflection

View the video 'English as an additional language or dialect: Supporting EAL/D students' www.qcaa.qld.edu.au/p-10/student-diversity/eald/supporting.

During a second viewing, use the following table to record significant learnings and consider implications for your own educational context, including how you might apply the learnings and what more you need to know.

Guiding questions	Learnings	Implications
In the beginning and emerging phases of English language development, how can students be supported?		
In the developing and consolidating phases of English language development, how can students be supported?		

More information

If you would like more information on identifying and supporting EAL/D students, please visit the QCAA webpage 'Student diversity' at www.qcaa.qld.edu.au/p-10/student-diversity and the Australian Curriculum, Assessment and Reporting Authority (ACARA) webpage 'Meeting the needs of students for whom English is an additional language or dialect' at www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-for-whom-english-is-an-additional-language-or-dialect.



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