



Professional Learning Teams and EAL/D

CREATING A SUPPORTIVE COMMUNITY
WITH MAINSTREAM TEACHERS OF
EAL/D STUDENTS

Learning Intention

WHAT: *The importance of Professional Learning Teams in promoting and enhancing better quality differentiated practices for EAL/D secondary students.*

WHY: *Sharing the knowledge and practice of a year - long process to hopefully see this translate into other schools and learning institutions.*

SUCCESS:

- *Listening to the experience of the St Laurence's College EAL/D PLT*
- *Asking questions to provide helpful and critical reflection and comments on the processes*
- *Reflecting on your own experiences of working collaboratively and to see how PLTs can relate to your setting.*

St Laurence's College Context – Why PLTs?

2021 – Professional Learning Framework & PLTs

Rationale:

- AITSL Charter - all Australian schools to prioritise the development of a high-quality professional learning culture.
- SLC strategic plan imperatives & teacher feedback
- Current approach no longer adequate or sufficient for what we hope to achieve



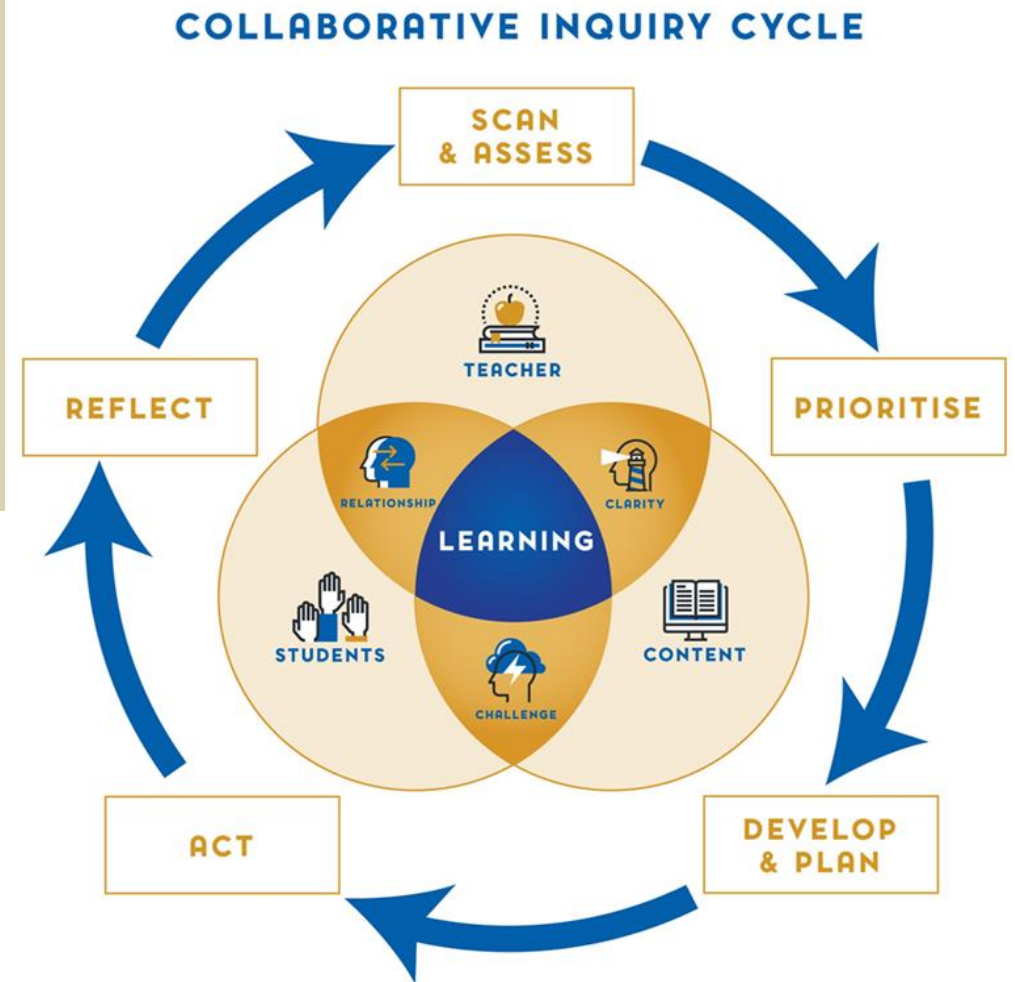
“The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy.”

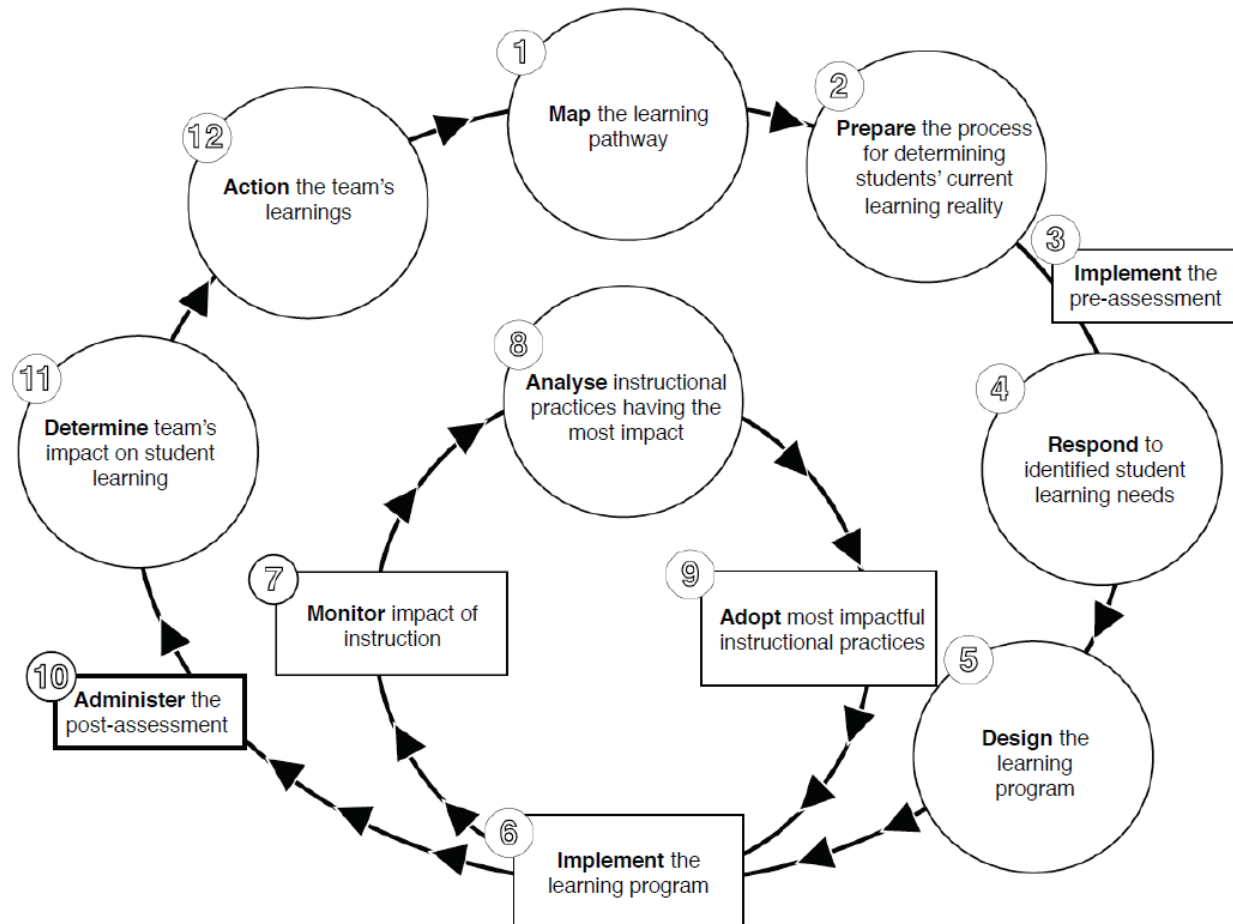
St Laurence's College Context – Why an EAL/D PLT?

- Over 150 students identify as EAL/D
- International Visa Students
- 3 Classes of 'English for EAL Learners'
- Diverse range of languages and cultures at the College
- Teachers of various levels of experience
- A survey indicated mainstream teachers are concerned about levels of support given to EAL/D students in classrooms
- Teachers are time poor and do not always have opportunities to attend professional development about EAL/D learners.

Professional Learning Teams

‘PLTs enable an ongoing process in which educators are **committed** to working **collaboratively** in **cycles** of collective inquiry to achieve better **results** for their students’ (DuFour et al., 2010).





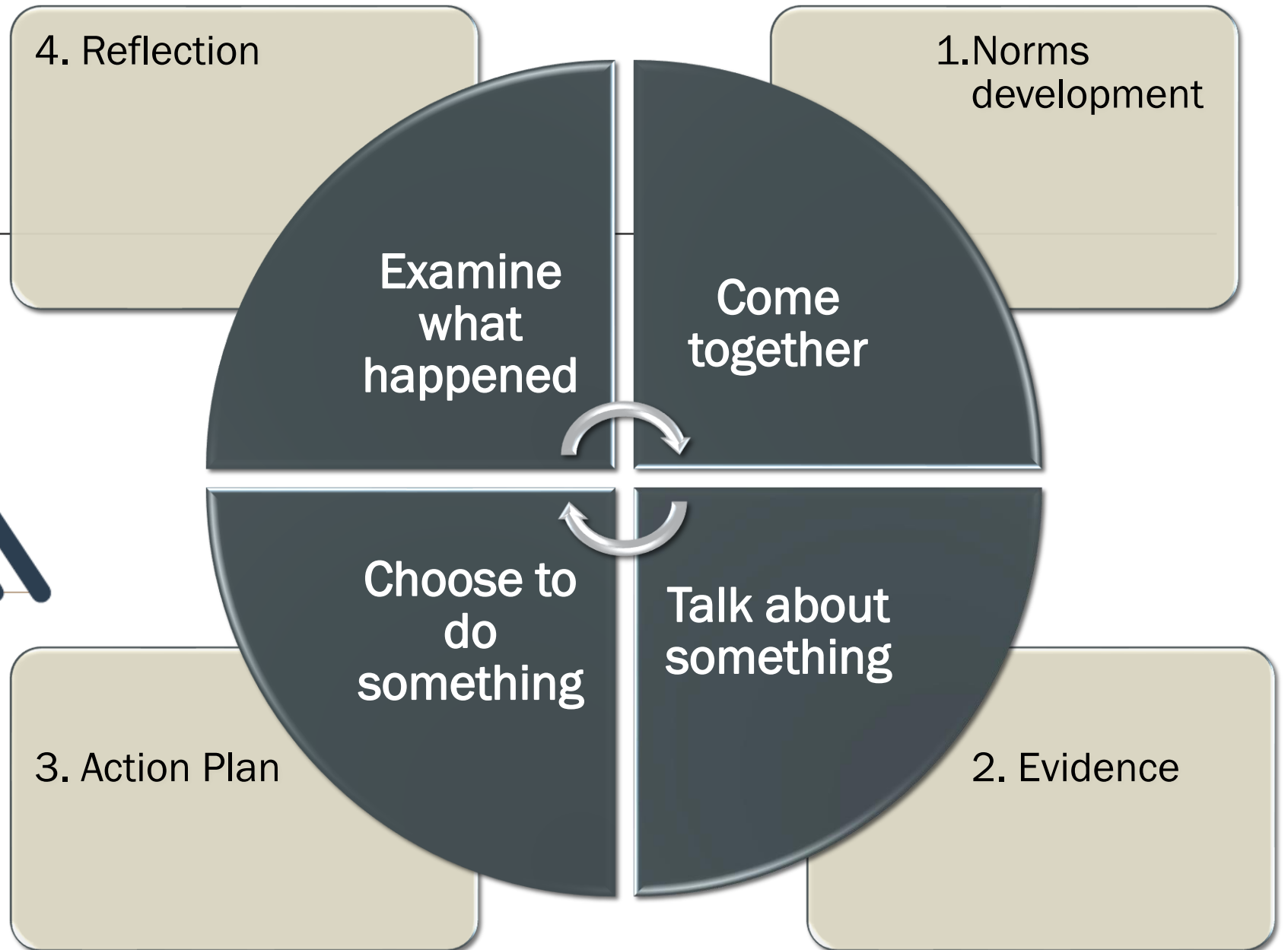
Questions:

1. What do we expect our students to know?
2. How will we know they have learnt it? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Extension).



Questions:

1. What's going on for our learners? (identifying a learner-centred problem)
2. How do we know? (using evidence)
3. Why does it matter? (building relevancy)



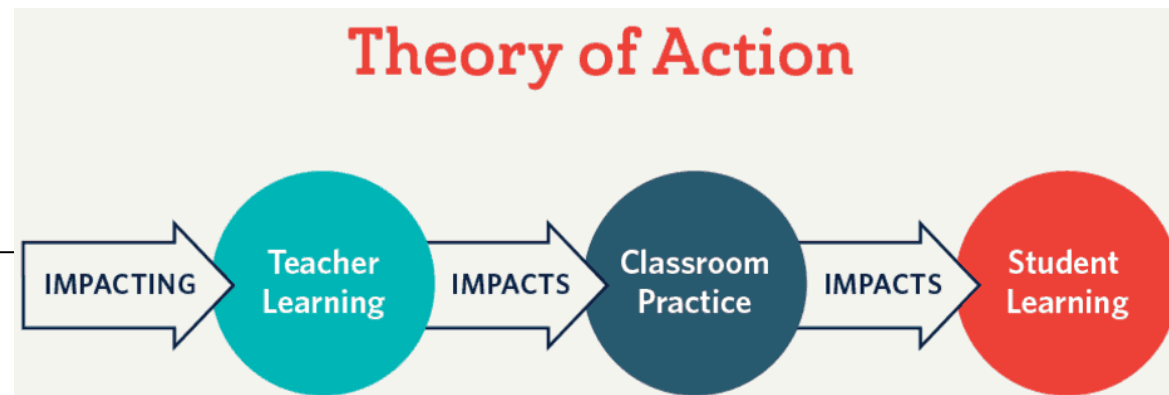
Why PLTs?

- Traditionally, teaching has been an autonomous profession
- Teachers can work well independently
- Collaborative work can be seen to undermine teacher autonomy
- Some cost in working collaboratively – reshaping of professional identity
- Teachers working collaboratively can achieve more than they can alone**
- Balance between autonomy and collective responsibility is necessary – what Little (1990) calls ‘joint work’ and what Hargreaves & O’Connor (2018) call ‘collaborative professionalism’.

Why PLTs?

Two assumptions (underpinned by constructivist theory) supported the move to collaboration amongst educators:

- 1) Knowledge is situated in the day-to-day experience of teachers and best understood through critical inquiry with others.
- 2) Engaging in such reflective work will increase professional knowledge and student outcomes.

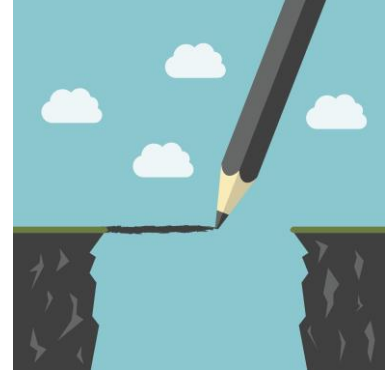


How can PLTs improve teaching & learning?

- More evidence-based decisions and teaching
- Site based, job-embedded PL = higher relevancy & joint accountability.
- Reflective professional inquiry intensifies awareness of teaching and consequences of decisions made
- Shared expertise, knowledge and resources enables skill development
- Sustains commitment to foci and eases isolation
- More student-centred practice
- More open teaching practice.



Chief Enablers:



- Active support from and participation of school leaders, as well as alignment of resources/infrastructure
- Shared values and mission, with mutual trust, respect and support
- A developmental approach to student learning (high expectations) focused on what a student is ready to learn and how teachers can support all learners
- A shift in teacher's language from 'sharing' to 'respectful challenge', enabled through collaboration grounded in evidence & evaluation
- A sophisticated, shared understanding—and meticulous documentation of—the learner-centred problem, goals, responsibilities & agreed-upon teaching strategies (with a proven impact on student learning)
- Professional learning that is required for teachers to collect and analyse data and implement agreed upon strategies (action orientation)
- Belief in the PLT's combined ability to influence student outcomes, enabled by success & explicit linking of results to agreed-upon strategies

Key Pointers

1. Setting norms & expectations

Meeting time needs to be used well – it must be made clear to teachers how hours spent in meetings will make their jobs better.

It's important to be explicit about ground rules for how people agree to work together.

Not only must you choose norms at the outset, but also agree how you will hold one another to account (and follow through). This way, norms become more than words on a page.

Have a norms monitor.

2. Data literacy

You have to take the time to understand what evidence is, how to collect it and how to read it before you are able to make data-informed decisions as a PLT to improve teaching and learning.

Evidence: say, do, make, write.

Brainstorm a list of formative assessment items (quantitative & qualitative) that will be useful for your PLT work. Revisit this list.

Tip: watch the 'ladder of inference' video before your first shared data analysis.

Always use a protocol when analysing data – like 'Notice & Wonder' or ATLAS.



What counts as data?

Anything students (or teachers): do, say, make or write.

Data: Any evidence that can help inform improvement of learning and teaching. Sometimes data is quantitative, such as test scores and attendance rates. But data can also be qualitative, such as student work, notes from focus groups with students, and observations of teachers' instruction.

Examples:

- Standardised/diagnostic testing - NAPLAN, PAT
- Formal assessment tasks - exams, essays, performances, work samples
- Informal assessment tasks - formative assessment, exit tickets, writing prompts
- Any class task (book work, posters, student writing on the board, votes)
- Any homework task
- Surveys
- Conference or conversation recordings or notes

3. Choosing an inquiry focus

Your aim is to dig into the data to identify a learner-centred problem.

Let's say you choose to focus on writing and after looking at a number of data sources you see several patterns. Many teachers feel stuck at this point because they want to fix everything at once.

Crucial: when phrasing the learner centred problem, we have to be very careful to make sure it's specific enough for us to come up with a solution **because it's the anchor of all work moving forward.**

THE EAL/D PLT

Who?

- Megan Huber – Head of International Students and EAL/D English teacher 10,11,12
- EAL/D support teachers x 2
- Learning support teacher
- Mainstream Mathematics teacher
- Mainstream English Teachers x 2
- Head of House (Pastoral Care) (Mathematics and HPE teacher) x 1
- Pre-service teacher with an interest in EAL/D students – one term.

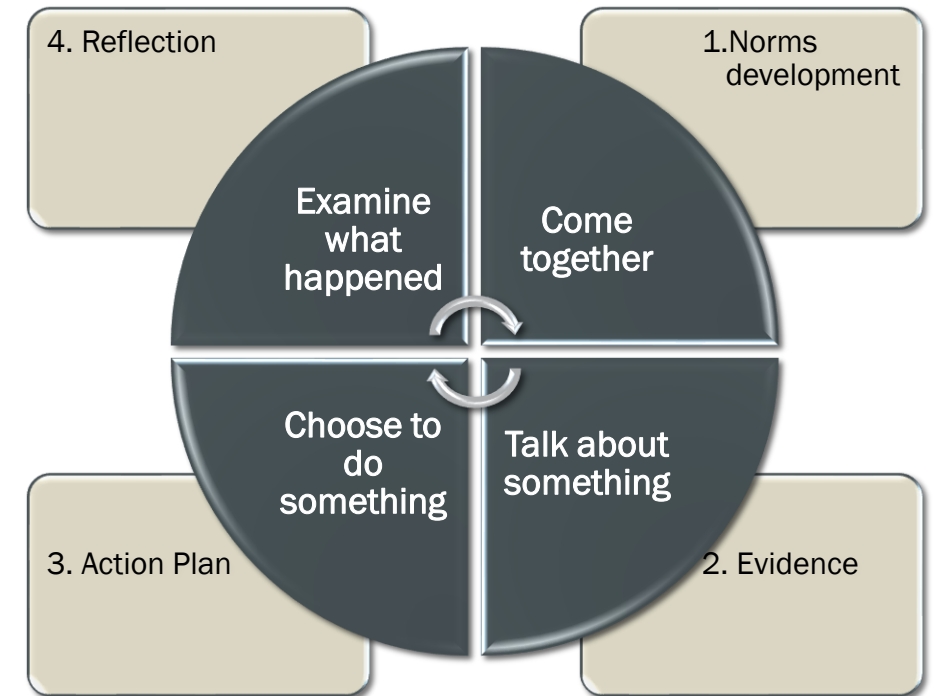
Inquiry Focus: Macroskill Development in Faculties: What does reading, writing, speaking and listening look like in my subject for EAL/D students?

Macroskill Development in Faculties: What does reading, writing, speaking and listening look like in my subject for EAL/D students?

EVIDENCE:

Consulted the evidence available to us at the College to make decisions about our work:

- Number of EAL/D students at the school. Tabulating domestic and international enrolment
- Reviewing Bandscale/English Language proficiency data for each student
- Consulting literature around supporting EAL/D students in the mainstream classroom
- Reviewing survey data (student and teacher) perspectives on learning.



Macroskill Development in Faculties: What does reading, writing, speaking and listening look like in my subject for EAL/D students?

Action Plan: March, 2021

Pre - planning: Discussions and observations of learning amongst mainstream teachers.

- Action plan development – deciding on the first round of evidence gathering and trialling practical steps in the macroskill development across three faculties. Skills in Reading, Writing, Speaking and Listening
- Focus areas for trial: Maths, Religion, Mainstream English middle school
- First round of evidence - gathering, physical, tangible, practical PLT created
- MATHS – students at the core, breaking down direct support as a teacher, influence students to self-regulate outside the class. Definitions – cross over with language, translation into 1st language. Students using vocab journal
- Terminology lesson planning on a journey down the path. Lessons planned ahead for pre - reading before lesson
- Unit outline for connections so students can stay ahead of the language needed for each lesson. Then will see problems early, stay ahead of the rest. A planning column for EAL/D. Their homework is vocab & preparing for next lesson
- Teachers understanding the importance of one – on - one verbal feedback with students, not group feedback.

Macroskill Development in Faculties: What does reading, writing, speaking and listening look like in my subject for EAL/D students?

Plan in action:

- ✓ Trial to begin over the course of 2 weeks
- ✓ Tangible evidence - document our case studies (lesson plans, observations, resources etc...)
- ✓ Creating Glossary and Vocabulary resources – OneNote and SharePoint
- ✓ Pair up as mini teams in faculties to test and explore different macroskills in the subject

B and K will focus on writing (Middle School English)

R and D will focus on listening (Middle School Religion)

A and R will focus on reading and speaking in Mathematics.

READING - OneNote

Search

Megan Huber

File Home Insert Draw History Review View Help Class Notebook

Clipboard: Paste, Cut, Copy, Format Painter

Basic Text: Calibri Light, 20, Bold, Italic, Underline, Text Color, Background Color, Paragraph Style

Styles: Heading 1, Heading 2

Tags: To Do (Ctrl+1), Important (Ctrl+2), Question (Ctrl+3), To Do Tag, Find Tags, Outlook Tasks

Email: Email Page, Meeting Details

PLT 2021 Semester 2

Meeting Expectations, Norms, Action Plan, SharePoint Folders, 12 July, 2 August, 16 August, 23 August, 30 August

Search (Ctrl+E)

READING

Tuesday, 18 May 2021 9:53 AM

*Theme of mathematics reading strategies
"building confidence using process in context"*

File Home Insert Draw History Review View Help

Senior Maths Methods Unit 2

Unit Outline, Graphs of Exponential Functions, Trigonometric Functions, Glossary, Homework

Key Words

Thursday, 3 June 2021 7:29 PM

Objectives

- ▶ To use **radians** and **degrees** for the measurement of angle.
- ▶ To convert radians to degrees, and vice versa.
- ▶ To define the trigonometric functions **sine**, **cosine** and **tangent**.
- ▶ To explore the **symmetry properties** of trigonometric functions.
- ▶ To find standard **exact values** of trigonometric functions.
- ▶ To understand and sketch the **graphs of trigonometric functions**.
- ▶ To find the **length of an arc** and the **length of a chord** of a circle.

OneNote - Sharing and Storing Resources and Findings

NAVIGATING THE EAL/D Resource Site

ANALYTICAL SKILLS

GENERAL RESOURCES FOR EALD TEACHING

PROFESSIONAL READING

TRANSLANGUAGING

VOCABULARY

Key Word Recall (example # 1)

READING

WRITING

SPEAKING

LISTENING

Introducing Practical Steps for Teachers to support EAL/D Students

Start here!

Macro Skills are the key - find out more here

Learn more →

Understanding your student profile is critical

Link to student data

Cultural awareness creates common ground

Button

1 of 3

EAL/D Resources

- Professional Reading
- Analytical Skills
- Listening
- Writing
- Reading
- Speaking
- Translanguaging - Using Home Language in Lessons
- Vocabulary
- General Resources

MH

Megan Huber

Staff on leave

Andrew Plowman

Secondary Teacher - Treacy 1

The successful outcome of the trial in
Mathematics: Reading and Speaking

*The following slides are the work created in
collaboration with “your everyday passionate
Maths teacher -
Mr P”. 😊*

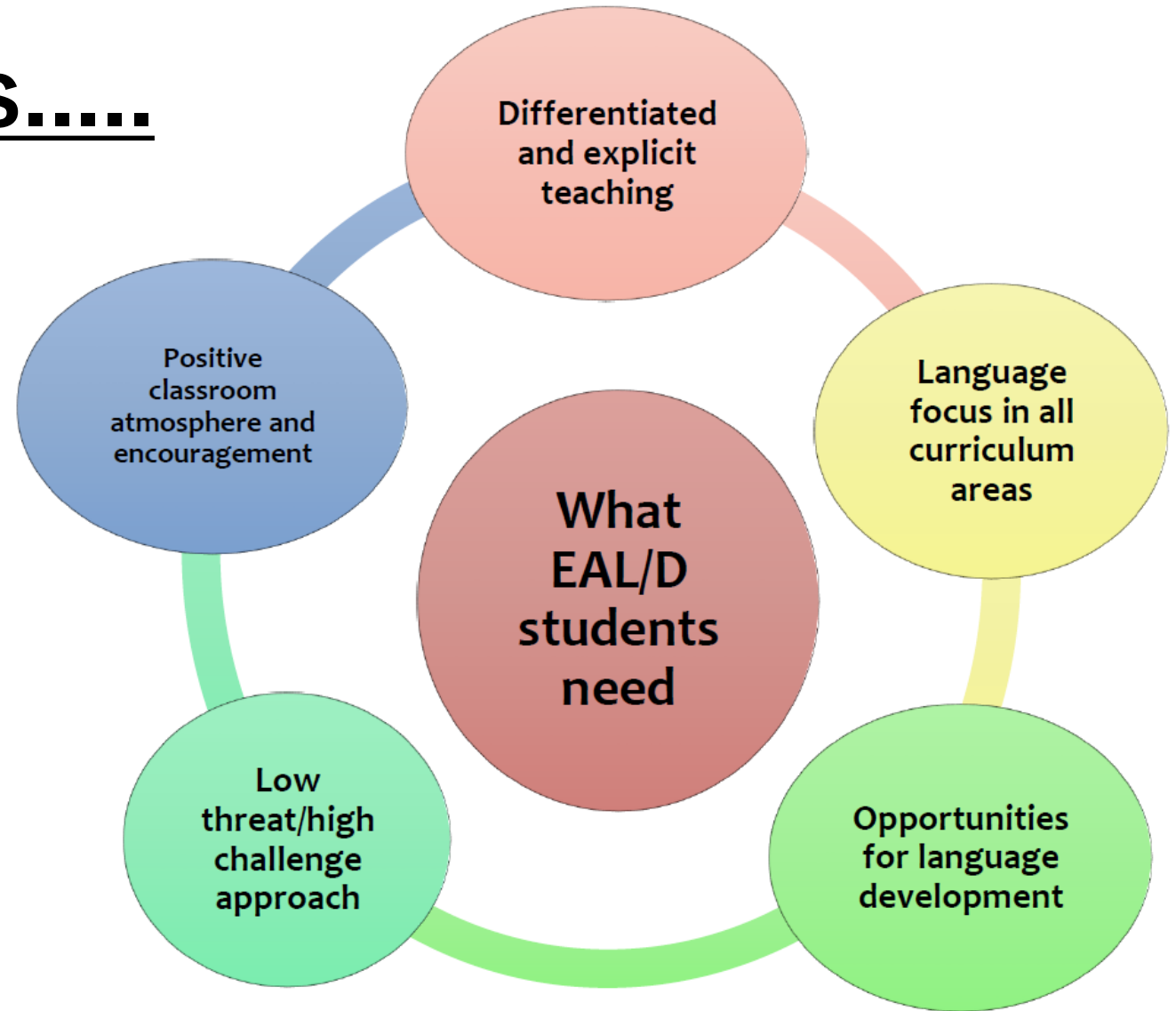
Making the case....

Approximately one in four students
in Australia has English as a second
or additional language/ dialect



Source: ACARA website

Research tells us.....



Answer the following:

There were 40,000 fans at the Bronco's game. At half time, 2,473 departed. How many stayed to watch the second half?

Answer the following:

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EAL/D strategy & action when teaching maths

English (detected) ▾

There were 40,000 fans at the Broncos game. At half time, 2,473 departed. How many stayed to watch the second half?

French ▾

Il y avait 40 000 fans au match des Broncos. A la mi-temps, 2 473 sont partis. Combien sont restés pour regarder la seconde mi-temps ?

[Translation: www.deepl.com](http://www.deepl.com)

EAL/D strategy & action when teaching maths

My Planning

- ☐ Analyse EAL/D student data & background
- ☐ Reach out to student support for detail
- ☐ Access EAL/D resources for guidance & tools

WHAT IS THIS?

TO ASK WHAT?

WHERE IS THIS?

My Classroom Environment

- ☐ Communicate expectations in writing
- ☐ Practice consistent routines
- ☐ Cultivate positive personal relationships (vulnerability is not weakness)

PLT AIM: MODELLING,
EXEMPLARS AND
TEMPLATES ACROSS
SUBJECT AREAS
AVAILABLE FROM EAL / D
SHAREPOINT SITE

EAL/D strategy & action when teaching maths

My Teaching

- ❑ Key words – define, write, speak, connect with symbols
- ❑ Respect silence, but praise authentic interaction
- ❑ Support student translanguaging methods
- ❑ Show vulnerability; model overcoming challenges

STUDENTS LEARN TO TAKE OWNERSHIP AND OVERCOME OBSTACLES

My Evidence of learning

- ❑ Key words – written and verbal testing (low stakes)
- ❑ Review homework
- ❑ Analyse with the student in the context of student goals

STUDENTS TAKE OWNERSHIP OF THE OUTCOME

EAL/D strategy & action when teaching maths

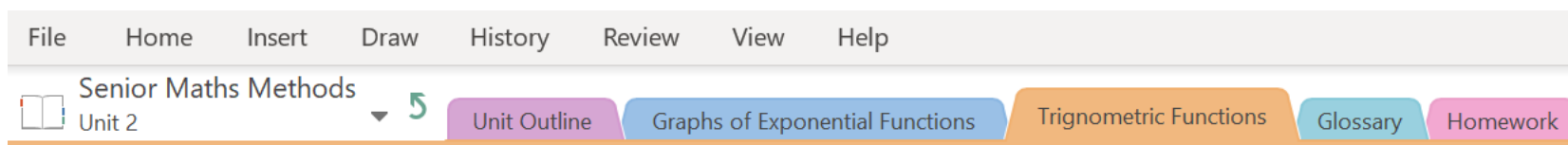
Chapter 13 – Index Laws – Important Terms

Name _____

Important Term	Short Definition	Example	How well do you understand each Important Term?		
			Very Well. I could explain this term to another student using English.	Not So Well. I understand some of the words but am not confident.	I have no understanding of the words or how they are used in maths.
Exponential function	An expression using exponents (powers and indices)	a^3b^4			
Power	An expression that looks like a^n using a number n that is an integer.	a^5			
Positive integer	A whole number that is greater than zero.	1, 3, 5 are all positive integers.			
Negative integer	A whole number that is less than zero.	-3, -5, -9 are all negative integers.			
Index (also called the Exponent)	This is the smaller size number left and slightly above the constant (main number). Indices is more than one index.	In the power a^5 the index is 5.			
Base	The bigger size number in the Power.	In the power a^5 the Base is a which is a non-zero value.			

Year 11 Maths Methods

EAL/D strategy & action when teaching maths



Key Words

Thursday, 3 June 2021 7:29 PM

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- ▶ To understand and sketch the **graphs of trigonometric functions**.
- ▶ To find the **length of an arc** and the **length of a chord** of a circle.
- ▶ To find the **area of a sector** and the **area of a segment** of a circle.

radians	convert	degrees	
degrees	convert	radians	
angle	measurement		
trigonometric function	properties	sketch	graph
sine			
cosine		periodic	
tangent			
symmetry			
circle	arc	chord	length
	segment	area	
	sector	area	
unit circle			

Year 11 Maths Methods

EAL/D strategy & action when teaching maths

FILE: key word recall

Key Word Recall

Topic

11 Maths Methods - Unit 2 - Trigonometric Functions

Student name

Date

Self Assessment

Teacher Assessment

Key Word

Define this word in a sentence

angle

arc

area

chord

Definition of

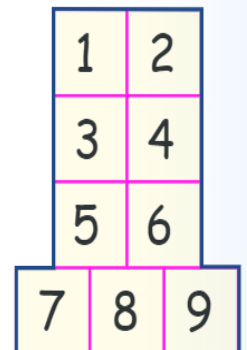
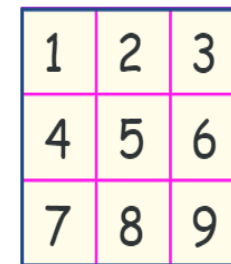
Area

[more ...](#)

The size of a surface.

The amount of space inside the boundary of a flat (2-dimensional) object such as a triangle or circle, or surface of a solid (3-dimensional) object.

These shapes all have the same area of 9:



EXAMPLES

EAL/D strategy & action when teaching maths

Success

- ☐ I am not alone managing EAL/D students
- ☐ Good teaching tools support all students
- ☐ Generating increasing student self-confidence to communicate

Don't Panic!

- ☐ Struggling to understand individual student motivational triggers
- ☐ Bridging the cultural gap is a key to success
(but this is not simple)
- ☐ Target delivery of positive student outcomes, not simply academic outcomes

In Summary

The PLT resulted in:

- A visible resource database through SharePoint that all teachers can access with ease
- Empowered teachers who now feel confident to engage with EAL/D students by themselves without the constant intervention of an EAL/D support teacher
- An insightful experience into language acquisition that enhanced teacher and student relationships. “It is not just Mrs Huber who understands us”. Increased rapport
- Valuable professional development that had visible outcomes and success for staff who gave up their afternoons
- Scope and sequence to work autonomously and collaboratively to suit teachers’ individual timetables and availability
- Providing St Laurence’s staff with the clarity they needed in order to appropriately access the support required for an EAL/D student in their classroom.
- <https://slc4.sharepoint.com/teams/EnglishasanAdditionalLanguageDialect?e=1%3Ad89d354cb66949f690f29ece4cea91dc>

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