

Role Description Teacher, English as an Additional Language or Dialect

Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where [we all belong](#).

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.



Job Evaluation No.

18247

Content Manager No.

12/347879

Work Unit

Nominated School

Nominated Region

Early Childhood and State Schools Division

Location

Various locations throughout the State

Classification

Stream 1, Teaching in State Education Award – State 2016

Your employer

The Department of Education (DoE) is committed to giving all children a great start, engaging young people in learning, creating safe and inclusive workplaces and investing in communities for a stronger Queensland.

Our human rights commitment is to create a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do. Our objectives are: A great start for all children, Every student succeeding, Building Queensland communities, Safe and capable people delivering our vision, Fair and safe workplaces and communities. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at www.qed.qld.gov.au

Your opportunity

As the Teacher, English as an Additional Language or Dialect (EAL/D), you will work within school teams to assist classroom teachers and curriculum leaders, to develop and effectively implement responses to support the curriculum needs of all English as an Additional Language or Dialect (EAL/D) learners.

The Teacher, English as an Additional Language or Dialect, reports to the school Principal or delegate.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

- Work within school teams and with students, parents/caregivers and communities to identify and improve the learning outcomes of all EAL/D students.
- Provide individual and whole school support in the identification of the English language learning needs of all EAL/D students across the curriculum using the department's Band scales for EAL/D Learners.
- Assist with planning, preparation and delivery of effective learning and teaching programs for all EAL/D students focusing on English language acquisition across the curriculum.
- In cooperation with the classroom teacher, teach small groups and individuals with identified EAL/D needs within the guidelines of the school improvement plan.
- Maintain teaching expertise and knowledge of evidence based, effective teaching practices to improve learning across the curriculum for all EAL/D students.
- Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies for all EAL/D students.
- Support teachers in assessing and monitoring the progress of all EAL/D students' English language acquisition.



- Support documentation of intervention responses for EAL/D learners requiring additional support (for example, completing support provisions and developmental maps in OneSchool, assisting with collation of EAL/D data).
- Provide support for schools and leadership teams in creating awareness of issues affecting the learning achievement of all EAL/D students including valuing their cultural backgrounds and different ways of knowing, and recognising the potential impact of trauma.
- Provide expertise, support and professional development at whole school, and individual teacher levels on pedagogy and assessment that accommodates the social and learning needs of all EAL/D students.
- Provide support and advice on the teaching of EAL/D students by identifying the English language demands of tasks and texts, and identifying resources and strategies to help this group of students meet the demands of the curriculum.
- Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress for all EAL/D students.
- Participate in, and promote, networking of EAL/D teachers to maintain and share knowledge of issues, trends and evidence based practices relating to EAL/D learners and second language acquisition.
- Work collaboratively with other specialist teachers (for example, Support Teacher (Literacy and Numeracy), and classified teachers (for example, Guidance Officers) to coordinate services which improve the learning outcomes for all EAL/D students.
- Where appropriate, plan, prepare and deliver effective learning and teaching programs for EAL/D students focusing on English language acquisition. This may be in a range of learning areas or subjects.

A mandatory requirement of this role is:

- Current full registration, or current provisional registration with eligibility for full registration, as a teacher in Queensland. Information on registration requirements is available at www.qct.edu.au or on toll free 1300 720 944.

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

1. Demonstrates knowledge of, and the ability to implement, effective teaching and learning strategies that enable EAL/D students to achieve their highest potential, including assessment and monitoring of English language acquisition and use of technology.
2. Demonstrates the ability to apply expert knowledge in identifying and responding to the English language demands of the curriculum at each stage of the teaching and learning cycle, in order to improve the learning outcomes of EAL/D students.
3. Demonstrates effectiveness in communicating and working collaboratively with school leaders, teachers, support staff, parents and students in ways which contribute to the establishment and maintenance of a supportive learning environment.
4. Demonstrates the ability to develop collaborative and productive partnerships with school staff and members of the wider school community in order to improve student educational outcomes.

Additional information

- For further information refer to the Applicant Information Package and the conditions of employment for teachers.
- This role description works in conjunction with the Candidate Information Package.
- For further information regarding applying for teaching positions, refer to the Department of Education's teacher employment information at <https://teach.qld.gov.au/apply-to-teach/submit-your-application>