

Implications of TEAL for our work - group summary

- Making EAL work for our MYP (IB)
- Complex make up of classes
- Negotiations with management to clarify their wishes and our students' needs
- If it develops more consistency in assessing EAL students and will encourage staff to use EAL continuum and write EAL reports
- Work with literacy leadership to work out how best to use TEAL throughout the school
- Introduce to staff at staff meetings x2
- Talk to staff to alert them to the site and its benefits e.g. rubrics to assist in assessment and moderation (x2)
- Use in coaching teachers
- Use planning sheets of units of work (practical) x3 and making annotations to suit EAL
- Use assessment criteria sheets
- Apply oral language and writing tasks and apply to other topics we teach
- Whole school approach to teaching metalanguage
- Consistency of rubrics across the school
- Transitions across the school including primary – secondary transitions
- Getting mainstream teachers on board. They need to be familiar with the continuum
- Use TEAL to support mainstream teachers understanding of EAL & ability to plan and implement a program catering for EAL students
- If everyone is teaching literacy, it benefits all students , including EAL: students
- Differentiation also means differentiating/modifying tests/exams/assessments
- Take our learnings to PLTs to support teachers as they report on EAL students
- Use some Professional Learning materials in PLT discussions
- Use it to improve our own practice – e.g. to better teach and assess EAL students
- It will allow us to work more productively – time is saved by having units available on the TEAL global2 website
- Refer mainstream teachers to the website to assist them in planning which is inclusive and relevant
- Use the forum to share ideas and ask questions as being an EAL teacher can be isolating
- Use the website to assess relevant readings for our professional development
- Use the on line reading assessment for EAL students
- Like the idea of making the rubric child centred language
- Whole school staff PD
- Gather work for non-English subject – beginning-mid-end of year to show development of English writing /oral literacy due to strategies
- Subject terminology on display in each classroom
- Culturally appropriate language on display such as excuse me, sorry, pardon
- Appropriate academic language used
- Navigate website
- Workshop oral and written task videos. Colleagues in groups to assess using the rubrics
- Brainstorm –oral language assessment schedule /rubric & develop (P-6)