

Written submission on the Interim Report of the Review on the National School Reform Agreement

October 21 2022

[Queensland Association of Teachers of English to Speakers of Other Languages](#) (QATESOL) is Queensland's only professional association concerned primarily with the teaching of English to speakers of other languages (TESOL) across primary, secondary and tertiary contexts. For the past 50 years, QATESOL has advocated for and on behalf of learners who are learning English as an additional language or dialect. QATESOL is also a member of [Australian Council of TESOL Associations](#) (ACTA), the national coordinating peak body of all TESOL associations across Australia.

For the purpose of this written submission, QATESOL consulted state-wide with members and non-members and consequently, contributions to the submissions come from a range of educators, including state school teachers, department staff, academics, and other practitioners. This submission represents the views of QATESOL as an organisation and does not represent the views of other government agencies, organisations or stakeholders.

The main purpose of this submission is to emphasise the importance of including **English as an Additional Language or Dialect (EAL/D) students** as a priority equity cohort in the next agreement.

QATESOL would like to note that when referring to English or English language, we are referring to Standard Australian English (SAE), which is the variety of spoken and written English language in Australia used in more formal settings, such as the Australian Curriculum (Australian Curriculum, Assessment and Reporting Authority (ACARA), 2014). In this submission, the terms *English* and *English language* will therefore refer to SAE, not the learning area of the Australian Curriculum or other varieties of English, the language.

Please also note that the interim report states: "all states and territories collect data on English Language Proficiency based on the national English as an Additional Language or dialect (EAL/D) progressions" (p. 196). The Queensland Department of Education (the department) promotes the [Bandscales State Schools \(Queensland\)](#) (see Attachment 1) for English as an additional language or dialect (EAL/D) students as the department's recommended tool to measure, map and monitor English language proficiency.

Chapter 2 High level assessment of the National Policies Initiatives

Information request 2.1 Realising the full potential of evidence-based research through the Australian Education Research Organisation

What steps could governments take to realise the full potential of evidence-based research through the Australian Education Research Organisation?

QATESOL agrees with the finding that the Australian Education Research Organisation (AERO) is just beginning its work. We recognise the research undertaken, and currently being undertaken, by academics in Queensland contexts and recommend that governments:

- source high quality research findings from both within and outside of the AERO, e.g., universities; and
- encourage AERO to partner with organisations and institutions to generate high quality research so that their evidence-base is current, informed by experts in the field, and wide reaching.

As our focus group is EAL/D learners and learning, we believe there is a large body research and scholarly works that would be of interest regarding the provision of equitable education for children and young people from First Nations, migrant, and refugee backgrounds who are learning Standard Australian English (please see **Appendix A** for references).

QATESOL also refers to the [ACTA National Roadmap for English as an Additional Language or Dialect \(EAL/D\) Education in Schools](#) (2022) (see Attachment 2). ACTA is calling for national 'build back better' reform of specialist provision for English language learners in schools ahead of the Federal Election. The National Roadmap addresses longstanding and now pressing national policy issues that have affected the quality of English language provision for over 600,000 English language learners in Australian schools through twelve key actions aligned to the directions and initiatives of the National Schools Reform Agreement.

Chapter 3 Lifting outcomes for all students

Information request 3.1 Intensive, targeted support for students who have fallen behind*

Would programs that provide intensive, targeted support to students who have fallen behind lend themselves to being a national policy initiative under the next intergovernmental agreement on schools?

QATESOL agrees with the draft finding that most underperforming students do not belong to the priority cohorts named by the National School Reform Agreement and that low educational performance needs a different approach. Currently, EAL/D students are not one of the priority equity cohorts identified in the National School Reform Agreement, and the data does not disaggregate for EAL/D and/or for non-English speaking backgrounds. Please see **Information request 3.2** for more details as to why EAL/D students should be identified as a priority equity cohort in the next agreement.

There is extensive research to show the impacts of migrant and refugee backgrounds, trauma, interrupted prior education, and low proficiency in English on academic achievement (see Information request 2.1). Equally, there is much research that supports intensive initiatives that focus on migrants, refugees, First Nations students, trauma and/or English language learning has a positive impact on both education and wellbeing outcomes for these students (Creagh et al., 2019; Dixons and Angelo, 2014). The Australian Curriculum clearly states that [EAL/D students require specific support to build the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary](#) (ACARA, 2014) (see Attachment 3).

However, in order to provide intensive, targeted support, EAL/D students need to be appropriately identified and supported and included in data that is collected and disaggregated. QATESOL recommends proactive initiatives such as those that provide support to all students before they fall behind. As examples, initiatives to support the early identification of EAL/D students (particularly Aboriginal and Torres Strait Islander students who are less likely to be identified through standard enrolment processes, see Angelo, 2013; Dixon and Angelo, 2014; Angelo & Hudson 2018, 2020) and targeted English language learning support from early childhood and the early years of primary school. As the language demands of the Australian Curriculum increase with year levels, it becomes increasingly more challenging for EAL/D students (especially beginning EAL/D students) to concurrently learn English, learn through (or in) English and learn about English in primary and secondary schooling (ACARA, 2014). Initiatives to support EAL/D students in secondary schooling would support successful senior pathways and positive post-school transitions. Most EAL/D students at early English language proficiency levels, who are learning to master English language for academic purposes require intensive, targeted support if they are to reach their potential in schooling and achieve parity with their same age English speaking peers (see Creagh, et al. 2019). We would also like to take this opportunity to note the difference between intensive, targeted support for additional language acquisition in comparison to targeted support for literacy.

In Queensland, state schools are guided by the overarching [Inclusive Education Policy](#). Mis-interpretations of the policy and a linked resource allocation model have led to generic approaches to all students in state schools (i.e. a cookie cutter approach), whereas QATESOL recognises that individual student needs may require different supports at different times of their learning journey.

There is a need for national policy leadership. Differing initiatives, policies and resourcing across states and territories result in EAL/D students having differing access and opportunities, depending on background and where they reside, rather than their needs. There are different supports available to EAL/D students depending on background, such as visa category, time of arrival in Australia, birth in Australia, but also depending on the state and territory in which EAL/D students live.

For example, the NSW Department of Education have developed a [Multicultural Education](#) policy which responds to the cultural, linguistic and religious diversity of NSW students. Under the policy, schools are to provide explicit English language programs to EAL/D students and deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds. The VIC Department of Education and Training has developed and implemented the [F-10 EAL Curriculum](#) that sits alongside the Australian Curriculum and guides the explicit English language teaching pathway required by EAL/D students so that they can access all learning areas in the curriculum via the English language. QATESOL wonders how inconsistencies across states and territories supports an equitable education for *all* school students.

The [National School Improvement Tool \(NSIT\)](#), which is used by the department's Education Improvement Branch, identifies students from non-English speaking backgrounds as part of the priority groups, which are students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage ([p. 2](#)).

QATESOL agrees with the draft recommendation that governments should ensure that reforms are directly addressing the unique barriers and ambitions of students from priority equity cohorts. A national policy initiative that fosters equity and excellence for all students without discrimination and addresses priority equity cohorts would lead state and territory governments to targeted support and resources to students based on their identified individual education and wellbeing needs – in this way an EAL/D student may receive the level of language learning support which accords with their needs nationwide.

Information request 3.2 Priority equity cohorts for the next agreement*

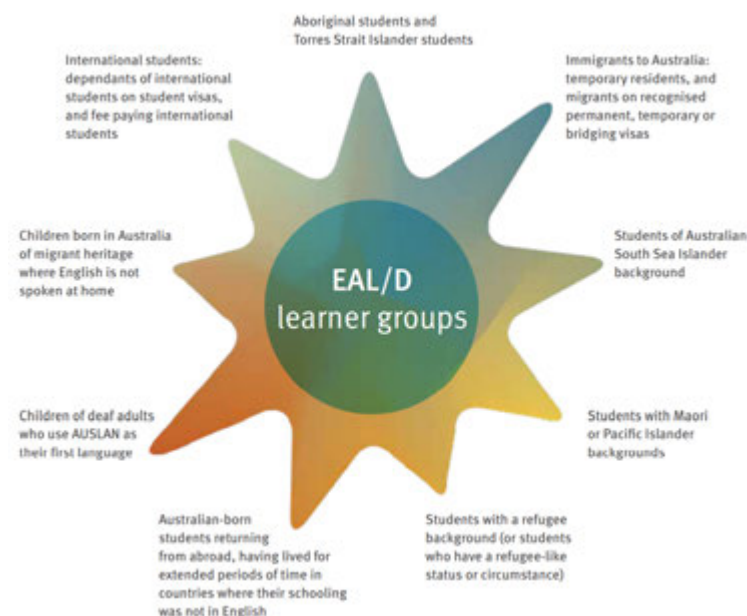
Are there student cohorts, not identified as a priority equity cohort in the current National School Reform Agreement, such as children in out-of-home care, that should be a priority in the next agreement? If so, which cohorts and why?

The draft finding 3.4 states that the priority equity cohorts in the National School Reform Agreement do not capture all cohorts of students experiencing educational disadvantage and that there are some student cohorts not identified as a priority equity cohort in the National School Reform Agreement that face significant educational barriers.

QATESOL agrees and believes that one student cohort that face significant education barriers that are not yet identified as a priority equity group are EAL/D students.

According to the [Australian Bureau of Statistics \(ABS\)](#) 2021 Census, the proportion of Australian residents who are either first or second-generation migrants increased to 51.5 per cent. This means that cultural and linguistic diversity is becoming the majority, not the minority. In Queensland, the proportion of people who spoke a language other than English increased to 19.5 per cent from 18.8 per cent in 2016. 4.6 per cent of the Queensland population identifies as being of Aboriginal and/or Torres Strait Islander origin. Australia is an incredibly multicultural nation and according to ACARA (2014), Australian students come from more than 2,000 different ethnic backgrounds (

Under the broad umbrella of cultural and linguistic diversity are the subset of students who speak English as an additional language or dialect, and have specific language learning needs. QATESOL refers to [English as an Additional Language or Dialect overview and advice](#) (ACARA, 2014) for the definition of an EAL/D student: ***EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.*** EAL/D students come from diverse, multilingual backgrounds (ACARA 2014). The QLD Department of Education further illustrates the diversity of EAL/D further with this image, taken from [An Introductory guide to the Bandscales State Schools \(Queensland\) for English as an additional language or dialect \(EAL/D\) learners](#) (p. 5, 2018): EAL/D students may include:



Source: [An Introductory guide to the Bandscales State Schools \(Queensland\) for English as an additional language or dialect \(EAL/D\) learners, 2018, p.5](#)

The EAL/D cohort is diverse and EAL/D learners may have extra strengths or additional barriers to their learning, such as their parents'/caregivers' socio-economic status or educational background, disrupted schooling, etc. EAL/D students often face multiple, compounding barriers to their learning. For example, some, but not all, migrant students are from educationally disadvantaged backgrounds. Many students with a refugee or refugee-like background may have experienced interrupted prior education and/or other educationally disadvantaged backgrounds. Aboriginal and Torres Strait Islander EAL/D students are often based rural or remote, and may have disability, be in out of home care, and/or have low parental education, in addition to cultural and linguistic barriers. additional teaching and learning burden has been described as the as the "unrecognised" language learning (Poetsch, 2020) embedded in the Australian Curriculum for EAL/D learners and their teachers.

In order to learn English, EAL/D learners require extensive language learning support at the outset in the early levels of English language proficiency, in all year levels, and ongoing support as they build content knowledge, language knowledge, skills and practices towards success in schooling. QATESOL notes again that as the Australian Curriculum progresses through the year levels, so do the language demands increase and thus the challenge for EAL/D students also increases. Research from Queensland finds that it takes several years for EAL/D students to reach parity with their non-EAL/D peers (Creagh, 2019), and this trajectory depends on levels of English language support, and the wider social context of English (in some Indigenous communities, English is not the language of everyday communication, and this elongates the English language learning pathway).

The [Australian Curriculum](#) (both version 8.4 and 9) identify students for whom English is an additional language or dialect as an important group under [student diversity](#). The [ACARA EAL/D Overview and Advice](#) (2014) assert the need to ensure pedagogies of entitlement and language support for EAL/D students as they "have the same capacity to understand the content of the Australian Curriculum as other students; however, they require support with the English required both to access the curriculum and to demonstrate achievement" (p. 25). QATESOL wonders how a pedagogy of entitlement and language support for EAL/D students can be realised when EAL/D students are not identified as a priority equity cohort and there continues to be a void in national and state/territory policies that address the unique strengths and barriers of this significant student group.

The [Australian Early Development Census \(AEDC\)](#) identified language diversity (language background other than English, LBOTE) as one of their equity groups that experience vulnerability across the five domains (AEDC, 2022). Although the gap between children with a LBOTE and children with an English only background is "slowly narrowing", children with a LBOTE children with a LBOTE are still 2.3 times more likely to be developmentally vulnerable in the communication and general knowledge domain than children with an English only background (AEDC, 2022). The next iteration of the National School Reform Agreement should align with other national data collection such as AEDC and ABS to ensure alignment of data collection and priory groups.

Queensland has the second highest proportion of Aboriginal and Torres Strait Islander learners of English as an additional language or dialect (EAL/D) of any Australian jurisdiction (ACTA, 2021). QATESOL therefore has a responsibility to ensure the interests of Aboriginal and Torres Strait Islander EAL/D students (and their unique sociolinguistic and educational contexts) are represented, and therefore supports *all* EAL/D students are included as a priority equity cohort, including Aboriginal and Torres Strait Islander EAL/D learners. Even though Aboriginal and Torres Strait Islander students are already listed as a priority equity cohort, nothing has been specified for the subset of Indigenous students who may also be EAL/D students. Historically, Indigenous EAL/D students have only been inconsistently included in EAL/D programs and services which (some) overseas background EAL/D students have received. Without clear policy leadership that articulates the requirement to support the full EAL/D cohort of students, including Aboriginal and Torres Strait Islander EAL/D students, students' EAL/D status may not be identified and their EAL/D learning needs may remain unassessed. As a result, "invisible" (unidentified) EAL/D students English language learning needs may be misinterpreted as something else (such as attendance, engagement, literacy or culturally responsive pedagogy) and not be responded to. This impedes EAL/D students' ability to access and engage with curriculum learning and can give EAL/D students a poor self-image as effective classroom students (Angelo & Hudson 2018; Sellwood & Angelo 2013)

Currently, EAL/D students are not identified as a priority equity cohort, unless they are captured in the other recognised priority groups, in the National School Reform Agreement. Therefore, the data collected, collated and

analysed for the purposes of measuring against this current NSRA does not disaggregate for EAL/D learners and would be the same for the next agreement.

QATESOL advocates for the educational, language learning and wellbeing needs of the full cohort of EAL/D students. We therefore strongly recommend that EAL/D students, from the wide diversity of backgrounds, including Aboriginal and Torres Strait Islanders, be included as a priority equity cohort in the next agreement.

Information request 3.4 Transparency of funding for students from priority equity cohorts*

What would be the benefits, costs and risks of greater national reporting of schools funding and expenditure data to support transparency around state and territory efforts to lift outcomes for students from priority equity cohorts? If there is a case for providing such information, how could it be collected cost-effectively?

QATESOL agrees with the finding that implementation plans, developed in consultation with affected groups, should be used to improve the transparency of reform actions and to hold parties to account for the outcomes they commit to achieve.

Currently in Queensland state schools (QSS), although there are streams of funding targeted at some EAL/D students, there is little transparency around how the funding and resources are used to support these EAL/D students (either school-based or state-wide) and the impact of the funding and resourcing on student outcomes. Funding eligibility and ineligibility are linked to different indicators in OneSchool ([Queensland state school student database](#)), such as:

- Identified as EAL/D (on enrolment or through subsequent classroom assessment)
- Main language other than English (MLOTE) through student data
- Background other than English (LBOTE) through parent data
- Parent identified as NESB (non-English Speaking Background)
- Whether or not the student is born overseas
- Refugee status
- For fee-paying overseas students (international students), [Bandscales](#) levels are directly linked to funding and funded through [the Department of Education International](#) (trading as EQI)
- Aboriginal and Torres Strait Islander (not eligible for targeted EAL/D funding)

Eligibility for funding is not consistent across the streams and relies on accuracy of data which is manually entered into OneSchool, from enrolment data or information subsequently collected. This resourcing model targeted at EAL/D students also differs from other state/territory governments. For example, in NSW, EAL/D funding is directly related to their language proficiency and progress as determined by the ESL Scales, and new arrivals are eligible for intensive English support as long as required (compared with a 12 month limit in Queensland).

EAL/D identification through school enrolment processes or classroom identification relies on school staff being aware and sufficiently knowledgeable. The *Bandscales State Schools (Queensland)* is a language proficiency assessment tool for school-aged EAL/D students and is used in both Queensland state schools and Catholic education schools. It supports teachers in identifying EAL/D students and assessing their language proficiency levels across the macro skills (listening and speaking; reading and writing). This diagnostic tool is part of the OneSchool reporting mechanism. It makes the EAL/D pathway visible, assists teachers to monitor EAL/D students' growing proficiency over time, and provides the evidence basis for teachers to plan for differentiated, focused and intensive language instruction and teaching. Linking EAL/D identification, English language learning progress and explicit English language teaching would go some way in making schools and education systems accountable in supporting EAL/D students. This assumes that all relevant EAL/D students are identified, which as noted is not always the case, particularly for Aboriginal and Torres Strait Islander EAL/D students (Dixon and Angelo, 2014), but also for other born in Australia students who have perhaps been ineligible for EAL/D funding, or thought to be.

QATESOL would support a national initiative that requires states/territories and sectors to report on EAL/D proficiency levels and EAL/D learner progress to support policy and funding transparency. The need for reporting on relevant accompanying details recommended in the Interim report would increase the effectiveness of such reporting as a reform. A number of other factors need to be taken into consideration in addition to English language proficiency

levels, such as contextual details (e.g. remote English as a Foreign Language context), identification of EAL/D learners, provision of EAL/D support, provision of an EAL/D curriculum, the understanding that English language proficiency levels of progress are broad (and generally not school year based) and students might not progress along the levels each school year. Nevertheless, national data on English language progress would increase transparency, accountability, as well as facilitate targeted resourcing and programming, for EAL/D students. However, English language monitoring tools should be fit for purpose and make visible the language learning needs of all EAL/D students, including Aboriginal and Torres Strait Islander students of EAL/D and other EAL/D students born in Australia (e.g. Pasifika students,) who may speak dialects that appear to share similarities with Standard Australian English.

Queensland has been at the forefront of developing English proficiency tools, particularly in the development of tools which are explicitly inclusive of Indigenous (Hudson and Angelo, 2014) as well as other Australian-born EAL/D students. reflect over two decades of applying research and evidence into the development of English language proficiency tools that are sensitive to language learning needs of all EAL/D learners. QATESOL advocates for the incorporation of Queensland research into language proficiency tools and their development into any national project relating to a nationally consistent measure of English language proficiency. Any initiative to equate or adopt EAL/D proficiency nationally should incorporate this knowledge and experience base.

Benefits of greater state/territory and national reporting for transparency include but are not limited to:

- More ability to identify successes, near misses, and failures.
- Impetus to identify and classify English language proficiency and to support EAL/D students with EAL/D responses.
- More effective data-informed practices through data collection on the gaps that exist, and identifying the opportunities for more targeted expenditure to bolster positive outcomes.
- Greater accountability for states/territories as well as individual schools when accessing funding and expenditure data.
- Visibility on how funding and resources are utilities in different contexts.
- Opportunity for governments to learn from each other's different contexts and students.
- Promoting expectation that students across the states have equitable access to the same funding and resources, no matter where they reside or their contexts or their own unique barriers.
- Individual schools would be encouraged to use funds and resources to build capability and systems in-house to support for the local school communities, fostering connections between schools and local families.
- Schools would be encouraged to spend funds on resources needed to provide for local families rather than sending them away because they don't know what to do with their learning requirements. This builds connections between schools and communities.

Risks of greater state/territory and national reporting for transparency include but are not limited to:

- Funds and expenditure data in different contexts might be compared unfairly (along side with the external risk of misunderstanding equality vs equality of funding). This risk could be mitigated at the outset with clear frames of reference that highlight the importance of funding equity in context, e.g., rural and remote programs versus metropolitan; or metropolitan regions with high populations of refugee-background students.

However, from the perspective of QATESOL, there is more considerable risk with continuing the present lack of a requirement for national/state/territory reporting, if the needs of transparency and accountability are to be met.

Suggestions for cost-effective collection of funding and expenditure data:

- Embedding national reporting practices in existing reporting and processes between state/territory and federal governments; and

- Disaggregating the data for types of expenditure (e.g. personnel/staff; resources; infrastructure; training; research) and linking funding and expenditure data to concrete student outcomes (short-term as well as long-term).

Greater transparency and accountability for targeted funding would increase provision of targeted intervention and support, leading to appropriate and enhanced student outcomes. In Queensland state schools, funding is provided through different mechanisms such as [Investing for Success \(I4S\)](#), which is based on Gonski-identified criteria. Though schools are currently required to publish the plans for the funding on their public-facing website as well as track the usage through a dedicated cost centre, there is no hard requirement for reporting on how the money has been spent on the identified target groups. The lack of transparency and accountability attached to the actual expenditure has reportedly led to the targeted funding not being directly spent on supporting identified target groups nor are they included in the student outcomes.

Information request 3.5 Embedding the perspectives of priority equity cohorts in national education policy and institutions

1. What specifically could be done to embed the views of priority equity cohorts in national education policies and institutions, including outcomes, targets and policy initiatives in the next intergovernmental agreement on school education?
2. What are the merits of establishing a national Indigenous consultative body on education? How might such a body be structured? If pursued, would this best occur through a successor national school reform agreement or some other avenue?
3. Does the current education and research evidence base capture a representative range of cultural and community perspectives, including those of Aboriginal and Torres Strait Islander students, teachers and researchers? If not, what actions could be taken to support this?

1. QATESOL recommends establishing reference groups that represent priority equity groups, including current school students and recent school leavers. Case studies could be gleaned of success or good practices from schools/locations where these groups are well catered for. As an example, the [Refugee Student Resilience Study](#) investigates how schools support students from refugee backgrounds, including Queensland contexts. The research released [Refugee education in Australian secondary schools: an overview of current practices in 2021](#), which highlights practices that support refugee students in secondary schools in Queensland contexts.
2. A national First Nations consultative body on education would benefit all students by having representation recognised at the highest level. It should have representation from different “language ecologies”, so traditional language speaking, contact language speaking and English speaking cohorts are kept in mind. It could be structured with government representatives serving regional, contextual interests. It should be established through a successor reform agreement not as an add on.
3. QATESOL is unsure what the current education and research evidence base referred to in Information request 3.5. In general, there has been a concerning trend to rely solely on quantified and enumerated data in education, whereas concepts such as learner engagement, involvement and optimism are absolutely pivotal. More attention should be given to capturing this qualitative data. If this request is a reference to AERO, we believe the current evidence base does not capture a cultural and community perspectives. We recommend that wider consultation with internal and external stakeholders is key, such as:
 - Other government agencies and departments (e.g. Department of Children, Youth Justice and Multicultural Affairs)
 - Non-government organisations and settlement providers (e.g. QPASTT, Multicultural Australia, SNAICC)
 - Youth groups (e.g. MYAN) University research repositories (via Research groups - CRESI at UniSA; GIER at Griffith Uni; C4IE at QUT)
 - Individual regions and schools that feature key priority equity groups and/or unique contexts
 - Professional organisations (e.g. QATESOL)

Please note that we believe that First Nations and culturally and linguistically diverse students, families, teachers and researchers should be consulted as a priority.

Chapter 4 Student wellbeing

Information request 4.1 Should there be National Policy Initiatives to improve student wellbeing?

1. Are there common steps that the Australian, State and Territory Governments could take in the next intergovernmental agreement to improve student wellbeing, or programs that could be implemented nationally?
 2. Is knowledge in recognising and responding to poor wellbeing and trauma sufficiently covered in Initial Teacher Education and Teacher Performance Assessments? If not, how might this be improved?
1. Research has identified that trauma has a negative impact on student engagement, wellbeing, and academic achievement. Many of our students EAL/D students and other students have experienced significant trauma. EAL/D students with refugee, refugee-like and asylum-seeker backgrounds have experienced trauma prior to arriving in Australia. As a recent example, the recent invasion in Ukraine by Russia and arrivals of Ukrainian refugees led to schools and regions report that students from other nations with a refugee or refugee-like background re-engaging with their own traumas. Some research states that the very act of moving and settlement can impose trauma on a person as well. Many Aboriginal and Torres Strait Islander students and their families experience the ongoing impact of intergenerational trauma of racism, violence and dispossession inflicted by our settler-colonial society, including in education institutions. This has a profound impact on their learning and wellbeing, and reduces trust in schools. **QATESOL strongly supports the draft recommendation of National Policy Initiatives to improve student wellbeing.**
 2. **QATESOL believes Initial Teacher Education and Teacher Performance Assessments would greatly benefit from specific knowledge and skills in recognising and responding to poor wellbeing and trauma as well as explicit language learning.**

Chapter 5 Supporting teachers

Information request 5.1 Teaching Performance Assessment

1. Does the Teaching Performance Assessment (TPA) process ensure pre-service teachers are sufficiently classroom ready?
 2. Should TPAs meet a national minimum standard? If so, how might this be achieved?
 3. Do TPAs ensure that pre-service teachers are well placed to respond to the needs of students from priority equity cohorts? If not, how might this be improved, and what trade-offs might this involve?
1. The Teaching Performance Assessment (TPA) alone cannot ensure pre-service teachers are sufficiently ready, as it is a capstone assessment. Combined with university grades as well as school field experience reports from schools in partnership with universities, it can serve as one indicator of readiness. TPAs need to respond to state requirements for teacher readiness. No minimal national standard is required. Pre-service teachers are already subjected to a range of minimum standards. It will not address the quality teacher recruitment issue if we keep demanding evidence of a "minimum" standard.
 2. TPAs are not designed to ensure that pre-service teachers are well placed to respond to the needs of students from a range of priority cohorts. They do assess whether pre-service teachers can adjust teaching to differentiate for certain groups of students, but these may not be part of "priority equity cohorts", e.g., refugee-background, Aboriginal and Torres Strait Islander students, etc. Initial Teacher Training or other courses available to pre-service teachers are where this kind of learning should take place, and evidence of it is gathered and determined elsewhere in assessment and in field experience reports.
 3. Although the University of Queensland offers one course on basic EAL/D content, overall Initial Teacher Education programs do not offer mandatory EAL/D content. There are even fewer TESOL focused courses available in Initial Teacher Education where they would receive specific certification or otherwise in TESOL. Currently, there are no post-graduate TESOL courses available in Queensland that eligible for Commonwealth supported places. Many of beginning and graduate teachers as well as experienced teachers report feeling ill-equipped to provide focused and intensive teaching for EAL/D students at Beginning and Emerging levels of SAE proficiency. **QATESOL would**

strongly support initiatives that would make TESOL focused courses more readily available for pre-service teachers and Commonwealth supported post-graduate studies in TESOL.

The National Measurement Framework

Information request 7.2 Proposed sub-outcomes under the future agreement

Do the identified outcomes, and proposed additional and modified sub-outcomes, reflect the aspirations of all Australian students, including those from Aboriginal and Torres Strait Islander backgrounds, students with a disability, and students from other priority equity cohorts (including students from equity cohorts not explicitly identified in the current agreement, such as those in out-of-home care, or who speak English as an Additional Language or Dialect)?

As EAL/D students have not been identified as a priority equity cohort, and therefore outcomes/sub-outcomes are not disaggregated for this cohort, QATESOL believes that the current sub-outcomes do not reflect the aspiration of all Australian students, including EAL/D students.

Appendix A

- ACTA (2022). National Roadmap for English as an Additional Language or Dialect Education in Schools. <https://victesol.vic.edu.au/wp-content/uploads/Roadmap-for-English-as-an-additional-language-or-dialect-in-schools-ACTA-May-2022.pdf>
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