To what extent do Australian universities offer dedicated units to prepare pre-service teachers to support EAL/D learners?

Carly Steele[1]

Julian Chen[2]

Kim Andreassen[3]

Toni Dobinson[4]

Stephanie Dryden[5]

Leonardo Veliz[6]

David Partridge[7]

Michael Michell[8]

Margaret Turnbull[9]

Marisa Schiavi[10]

Belinda Stewart[11]

[1]Curtin University, Australia

[2]Curtin University, Australia

[3]Curtin University, Australia

[4]Curtin University, Australia

[5]Curtin University, Australia

[6]University of New England, Australia

[7]University of New England, Australia

[8]University of New South Wales, Australia

[9]University of Wollongong, Australia

[10]Catholic Education Western Australia, Australia

[11]WATESOL, Australia

Abstract

Framed by social justice perspectives, in this article, we present our findings from an audit of Initial Teacher Education (ITE) degrees offered by Australian universities. The purpose is to establish which degrees (and universities) offered dedicated English as an Additional Language and/or Dialect (EAL/D) units that explicitly and solely focus on EAL/D learning and teaching, as core units or elective units, or as a specialisation for secondary ITE courses. To do this, we analysed the publicly available unit titles and descriptions on university websites for 37 Australian universities, representing 215 undergraduate and postgraduate ITE degrees in early childhood, primary and secondary education offered in 2024 and the beginning of 2025. The data were categorised using an EAL/D unit identification tool that we developed. Our findings show that while some universities are preparing teachers to support the EAL/D learners in their

Correspondence

Carly Steele

Carly.Steele@curtin.edu.au

classrooms, many are not. This is tied to the accreditation process for ITE degrees and the role that the Australian Institute for Teaching and School Leadership (AITSL) teacher standards play. Given the clear need, this lack of recognition and failure to adequately allocate resources towards meeting the needs of EAL/D learners is a social justice issue, and we end with a plea for change in this area.

Introduction

This study is part of a larger Australian Council of TESOL Associations (ACTA)-funded research project, "Fading Footprints: Tracing EAL/D Teaching Courses at Australian Universities" that seeks to investigate the underlying factors which have contributed to the erosion of English as an Additional Language and/or Dialect (EAL/D) units of study within Initial Teacher Education (ITE) degrees at Australian universities. The project aims to address the gap between the demands of teaching EAL/D students in schools, and the preparation provided to pre-service teachers. As a first step in this research project, we needed to find out how many EAL/D units are, in fact, being offered within ITE degrees at Australian universities. We were unable to locate any publicly available information that summarised the EAL/D offerings across Australian ITE degrees, hence, the current audit. Framed by social justice perspectives, we aimed to find out how many EAL/D units are offered within ITE degrees at Australian universities. To do this, we conducted an audit of ITE degrees offered by Australian universities to establish which degrees (and universities) offered dedicated EAL/D units that explicitly and solely focus on EAL/D learning and teaching, as core units or elective units, or as a specialisation for secondary ITE courses.

In this article, we first explain why there is a need to conduct an audit of EAL/D learning and teaching in ITE, followed by an examination of some of the key issues surrounding educational responses to linguistic diversity in Australia. We then introduce the social justice perspectives that underpin our research into how universities prepare pre-service teachers for EAL/D learners needs in the classroom. Next, we describe the research methodology used to analyse the publicly available unit titles and descriptions from websites for 37 Australian universities, representing 215 undergraduate and postgraduate ITE degrees in early childhood, primary and secondary education offered in 2024-beginning of 2025, and present our quantitative findings. We conclude with a discussion of how educational systems can better respond to the dire need for pedagogically equipped EAL/D teachers of multilingual learners.

Why conduct an audit of EAL/D learning and teaching in ITE?

There is an urgent need to examine how universities, through their Initial Teacher Education (ITE) degrees, prepare teachers to support the EAL/D learning needs of multilingual learners in the classroom. This need stems from Australia's increasingly linguistically diverse student population which includes EAL/D learners. At the same time, specialist EAL/D provision in schools has been greatly eroded due to school autonomy policies implemented by state and territory governments throughout Australia (Creagh et al., 2022; Michell, under review). Mainstream classroom teachers now need the specific knowledge and skills to effectively teach EAL/D to multilingual learners in Australian classrooms (ACTA, 2021a; AEU, 2021; Hammond, 2006; Oliver et al., 2017; Watkins et al., 2013). The need for dedicated EAL/D units in ITE courses has been recognised by multiple parliamentary inquiries, educational reviews, educational associations, and academics, as well as by those universities who do

provide units dedicated to EAL/D learning and teaching (ACTA 2023b; APH, 2012; APH, 2017; APH, 2022; Smith & Downes, 2023; Steele & Wigglesworth, 2023; Strong Beginnings, 2023). However, the extent and nature of such provision across Australian universities remains unclear. Without a comprehensive understanding of what currently exists in universities, it is impossible to have an informed, national-level conversation about the adequacy and consistency of EAL/D preparation for future teachers. Each of these factors will be discussed in turn to justify why this audit is needed.

Increasing linguistic diversity

The 2021 Census (ABS, 2022) reported 250 ancestries and 350 languages in Australia with 5.5 million people from 26 million using a language other than English in their daily lives and 48.2% of Australians having a parent born overseas. It is clear from these statistics that the Australian population is highly diverse in terms of languages spoken and cultural backgrounds. Yet, because there is no national mandate for education systems to report on the number of EAL/D students enrolled, their proficiency levels or their progress, there is very little publicly available data to accurately report on the English language learning needs of students in Australian schools (ACTA, 2016a; 2021b). The Australian Curriculum, Assessment and Reporting Authority (ACARA, n.d.) estimates that of the primary and secondary school students in Australia, approximately 25 per cent are learning EAL/D, and this can be as high as 90% in some schools. The data from the Australian Council of TESOL Associations (ACTA, 2021b) suggests there are over 600,000 EAL/D learners in Government and Catholic schools. This includes "13,576 new arrivals, 348,455 EAL/D learners in mainstream classrooms, an estimated 27,329 Indigenous EAL/D learners, and 211,686 international students" (ACTA, 2021b, para 3). However, this data is not only dated (from 2018-19), but also likely to be an under-reported figure, because not all schools in Australia are included (ACTA, 2021b). Historically, there has been long standing neglect in national reporting of EAL/D learners (ACTA, 2016a; 2016b; 2017; 2019; 2021b). Given the dramatic increase in migration and in EAL/D enrolments over the past years, it is likely that the number of EAL/D learners in the Australian schooling system is much higher. The scale of linguistic diversity in Australian schools is such that no primary or secondary teacher can expect to teach in classrooms that do not have students with EAL/D learning needs. Graduate teachers who enter the profession without an understanding of how to teach these students are therefore fundamentally ill-equipped to teach in Australian schools. The fact that students' linguistic diversity and language learning needs are not adequately reported, despite being a sizeable proportion of the schooling population, reflects the peripheral, largely invisible and also vulnerable position that these learners hold in the Australian education system (Steele et al., 2025).

Reduced specialist EAL/D provision in schools

Over the last decade, specialist EAL/D provision in schools has been greatly eroded due to school autonomy policies implemented by state and territory governments throughout

Australia. Reflecting Neoliberal, New Public Management values of cost cutting and flexible resource management, these policies have devolved decision-making about EAL/D program resourcing and staffing to principals through one-line budgets and encouraged diversion of earmarked EAL/D funding away from the EAL/D learner target group to other school priorities (Michell, under review). The result has been widespread EAL/D teacher casualisation, de-professionalisation and an overall loss of specialist EAL/D teaching expertise in schools, along with the dilution or cessation of EAL/D funding and support (Creagh et al., 2022; Michell, under review). At the same time, schools have become increasingly privatised and commodified, resulting in specialist EAL/D educators and programs being replaced with commercial products (Creagh et al., 2022). This situation, together with inadequate national teacher standards, has reduced education employer and pre-service teacher demand for, and ultimately provision of, undergraduate and post-graduate EAL/D courses in tertiary institutions.

The role of mainstream teachers

Teaching EAL/D learners in Australian schools is primarily a 'mainstream issue' since students will mostly be taught by their classroom teacher without the requisite training of how to support them (ACTA, 2021a; AEU, 2021; Hammond, 2006; Oliver et al., 2017; Watkins et al., 2013). Longstanding issues such as a shortage of time, funding, and qualified EAL/D specialists, are contributing factors to the lack of collaboration between both EAL/D and mainstream teachers, despite its potential to build mainstream teachers' capacity to cater for their linguistically diverse learners (Partridge & Harper, 2023). Moreover, post-COVID shortages of EAL/D specialists, alongside mainstream teacher shortages, have severely impacted all teachers' ability to address the linguistic needs of EAL/D learners (Neilsen et al., 2020; Steele et al., 2023). These issues are compounded not only by inadequate pre-service training in language teaching education, but also from insufficient professional learning for teachers on how to cater for superdiverse learner cohorts (ACTA, 2021a; Gilmour et al., 2018; Watkins et al., 2013). Instead, the priority is placed on professional learning that is 'more important' or 'pressing', such as meeting benchmarks for the Programme for International Student Assessment (PISA) or the National Assessment Program – Literacy and Numeracy (NAPLAN), emphasising that learners 'catch up' with their mainstream peers instead of considering their needs and harnessing their existing knowledges (Oliver et al., 2017). Within these views there is a tendency to conflate monolingual literacy learning with meeting EAL/D learners' English language learning needs (ACTA, 2019; Cross, 2011, 2012; Steele & Oliver, 2024). Such factors mean that education systems, and the teachers within them, are poorly prepared to meet the demands of teaching EAL/D learners. This is a pressing national issue that, at its core, needs to be urgently addressed in ITE and expanded from there.

An identified need for mandating EAL/D learning and teaching in ITE

Over the past decades, there have been numerous recommendations from parliamentary inquiries, educational reviews, educational associations, and academics that, at a minimum, all ITE degrees should include one mandatory unit on EAL/D learning and teaching. The *Our Land Our Languages* report from the Australian Parliament House (2012) recommended "compulsory English as an Additional Language or Dialect training for all teaching degrees" (p. viii). Later, the *Power of Education* report also from the Australian Parliament House (2017) made the same recommendation that, "as a matter of urgency: English as a Second Language or Dialect (ESL/D) training be made a compulsory component for all teaching degrees" (p. xvi). Similarly, the *Don't take it as read - Inquiry into Adult Literacy and its Importance* Report (APH, 2022) recommended that, "as part of the new National School Reform Agreement … the Australian Government seek the agreement of the states and territories to require a proportionate number of qualified English as a second or additional language (TESOL) educators to be provided, on an ongoing basis, to the number of enrolled English as an Additional Language or Dialect (EAL/D) learners in schools." (p. xxiii). Most recently the review of Quality Initial Teacher Education (QITE), the report of the Teacher Education Expert Panel (Strong Beginnings, 2023) proposed that responsive teaching, including for students who have English as an additional language or dialect (EAL/D), should form one of the four types of core content that "every teacher should learn in ITE to be prepared for the classroom and best support students" (p. 9). ACTA, the peak representative body for TESOL associations nationally, over the last decade has submitted no less than eleven submissions advocating recognition for EAL/D learners across the country, and appropriate redistribution of resources to meet their learning needs, including through the provision of unit content for EAL/D learning and teaching in ITE degrees (ACTA, 2015; 2016a; 2016b; 2017; 2019; 2021; 2022a; 2022b; 2023a; 2023b; 2023c; 2024). Of note is ACTA's submission on the Australian Universities Accord (ACTA, 2023b) calling for reform strategies that ensure universities support and report on necessary teacher skill development and credentialling in the areas of EAL/D, languages and bilingual education and address the loss of university expertise in these areas. Similar recommendations are also made in academic literature (see for example, Smith & Downes, 2023, Steele & Wigglesworth, 2023).

Despite these recommendations, there is little in the Australian Professional Standards for Teachers (APSTs) (AITSL, 2017) that require university offering ITE to include compulsory EAL/D learning and teaching. Only Focus Area 1.3 of the APSTs mentions linguistic diversity in Australian schools and the need for teachers to use "strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds" (AITSL, 2017). This aggregated category of diverse diversities does not sufficiently distinguish the needs of EAL/D learners and portrays linguistic diversity as being akin to diverse cultural, religious, and socioeconomic backgrounds. Attempts have been made to address the non-recognition of EAL/D learners and teaching by developing the supplementary teaching frameworks; EAL/D Elaborations of the Australian Professional Standards for Teachers (ACTA, 2015) and The Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners (Queensland Department of Education Training and

Employment, 2013). However, these frameworks have no policy force as they remain outside the AITSL standards. Therefore, the regulatory requirements governed by accreditation processes for ITE degrees to meet EAL/D learners' needs are minimal and do not meet the benchmark set by these parliamentary inquiries, educational reviews, educational associations, and academics.

Educational responses to linguistic diversity: Key issues

In the education system, linguistic homogeneity continues to be reinforced through monolingual pedagogies and Anglocentric language policies (Phyak et al., 2023) that are derived from colonial ideologies linking a national language with community cohesion and shared values (Canagarajah, 2013). Australian institutions perpetuate 'monolingual' policies and practices that further diminish and devalue linguistic diversity (Dobinson et al., 2024). Consequently, the plurilingual advantage that EAL/D learners bring to learning is left unrecognised, under-utilised, and even viewed in deficit terms. Against this backdrop, children's first, heritage or traditional languages are often seen by teachers and parents alike as barriers rather than resources to learning (Piller & Gerber, 2021). Additionally, the plurality of languages that EAL/D learners possess may represent an unwanted additional layer of complexity in the classroom, causing teachers to revert back to monolingual ideologies that suggest that teachers should only teach in the target language (Ellis, 2013). Moreover, when these perspectives are held by those in positions of power in educational systems, teachers who think otherwise, are often left with little choice but to follow what has been mandated, leading to the inculcation of negative perceptions about the value of the learning that can occur outside of the English language. This has strengthened the role of English as the already dominant language for purposes of schooling in Australia, reinforcing its hegemonic tendencies and overlooking the benefits of EAL/D learners using their L1 in their learning.

As a result, monolingualism has been entrenched in Australian classrooms, and despite recent attempts to acknowledge learners' multilingual resources, these resources still occupy a marginal position when compared with English (Ellis, 2013). Such inadequacies in EAL/D responses and recognition reflect broader attitudes in Australia that do not value language learning or linguistic diversity (Clyne, 2005; Cross et al., 2022) and have significant implications for multilingual learners in the schooling system. The underrepresentation of EAL/D learner needs in the AITSL teacher standards greatly underestimates the demands of learning an additional language or dialect through schooling (ACTA, 2022a, p. 17). This omission has led to reduced systemic support for EAL/D provision (Creagh et al., 2022) and dwindling teacher professional learning (ACTA, 2017; 2021a; 2021b; 2022b; Gilmour et al., 2018). It has subsequently resulted in a failure to adequately allocate resources to meet the needs of EAL/D learners, posing a significant social justice issue.

Theoretical framework: Social justice and EAL/D learners' needs

Social justice in education calls for equitable opportunities and resources that specifically address the diverse needs of multilingual learners, including those identified as EAL/D students (Barnes et al., 2019; Veliz et al., 2023). These learners often face unique linguistic, cultural, and social challenges, particularly in navigating an education system primarily designed for monolingual English speakers. A critical framework for examining their educational experiences is Nancy Fraser's social justice model (Fraser, 2000, 2003), which advocates for both recognition and redistribution as key dimensions of equity and social justice. In Fraser's (2000, 2003) model, recognition and redistribution focus primarily on the power, cultural and economic struggles that contemporary societies face in creating equitable opportunities for individuals to access "participatory parity" (Fraser, 2009, p. 16). This is a principle of equal moral worth which presupposes that for justice to occur, adequate social arrangements must be in place for 'all' to participate in social life. Recognition addresses the need for validating and valuing all individuals' cultural and linguistic backgrounds, while redistribution refers to the fair allocation of resources and opportunities to meet their distinct needs.

Fraser's concept of recognition (as justice), located in a cultural dimension of social life (Bozalek et al., 2020) is particularly relevant to EAL/D learners, as it requires the educational apparatus, including ITE courses, to value learners' linguistic and cultural assets rather than seeing these assets solely as deficits to be remedied. Recognition, or the "the politics of recognition" (Fraser, 2003, p. 10), in this context, functions as an anti-oppressive approach that actively works to dismantle hegemonic assumptions embedded in dominant monolingual and monocultural ideologies (Slaughter & Cross, 2021; Veliz & Chen, 2024). This anti-oppressive stance compels educational institutions to critically examine and transform policies, curricula, and pedagogical practices so that EAL/D learners' identities are not marginalised or 'othered' but are instead celebrated as integral to the educational environment. Furthermore, recognition within educational settings seeks to address the 'status subordination' that multilingual learners may experience (Fraser, 2000). It is not sufficient to merely acknowledge linguistic diversity; rather, true recognition demands affirming and integrating students' home languages and cultural backgrounds into teaching practices and learning materials. This aligns with culturally sustaining pedagogies (Paris & Alim, 2017), which advocate the active maintenance and celebration of students' linguistic and cultural identities within the classroom. For EAL/D learners, this approach fosters an inclusive environment that respects and sustains their backgrounds while enabling meaningful participation in schooling and beyond.

In addition to recognition, redistribution of resources is critical for enabling EAL/D students to thrive academically and socially. Fraser (2003) argues that redistributive policies are necessary to ensure that all students, including those who are multilingual, have access to the educational tools, materials, and supports required for equitable outcomes. In practice, this can mean additional language support staff, differentiated teaching approaches, and access to resources that align with EAL/D students' particular needs. The absence of these resources can contribute to systemic inequities, as noted in research showing that EAL/D learners who lack

adequate support often experience lower academic achievement and engagement (Barnes et al., 2019). It is worth noting that in Fraser's (2000, 2003) view, redistribution which functions mostly at an economic level should go beyond the arrangement and provision of resources for individuals to have a fair go. Instead, redistribution should encompass dismantling the entrenched neoliberal ideologies that dictate economic power and resource allocation, particularly in the context of higher education (Peters, 2012). The unfortunate reality that "ITE programs are not equipping teachers with the necessary knowledge, skills, and dispositions" (Smith & Downes, 2023, p. 88) to be culturally and linguistically responsive to the needs of EAL/D learners reflects a system that prioritises profitability over pedagogical efficacy, inclusion, and social justice.

This intersection of recognition and redistribution is particularly relevant in the context of initial teacher preparation programs in Australian universities, where questions arise about whether these programs adequately prepare pre-service teachers for language diverse classrooms. Research on teacher education in Australia indicates that while some progress has been made in integrating multicultural education into the curriculum, significant gaps remain in the depth and quality of education in EAL/D-specific pedagogies (Hammond, 2021). Scholars suggest that for teacher preparation to be truly effective, universities need to ensure that future teachers not only gain theoretical knowledge about linguistic diversity but also receive professional learning in how to support multilingual learners' academic and social success (Veliz et al., 2023).

Research methodology

To find out how many EAL/D units are offered within ITE degrees at Australian universities, we analysed the publicly available unit titles and descriptions from each university's website for the year of 2024 and the beginning of 2025. The selection parameters included undergraduate and postgraduate ITE degrees, and all types of qualifications from early childhood, primary and secondary courses. However, the analysis did not include 1-year postgraduate degrees in education (e.g. Grad Dip Ed). A rigorous process was followed to gather the unit titles, descriptions and unit outcomes, if available, from each university for categorisation using the EAL/D Unit Identification Tool that we developed. This formed the basis for the reporting of quantitative data in the findings section.

In the initial phase of analysis, Author 3 identified the ITE degrees offered by each of the 37 Australian universities that provide teaching qualifications. Next, they categorised the unit (or 'subject' at some universities) content in each of these degrees against three key parameters: *Strong evidence of responding to EAL/D learners*; *Some evidence of responding to EAL/D learners;* and *Very little evidence of responding to EAL/D learners* based on the number of units offered across undergraduate and postgraduate ITE degrees. The coding information was added to a *Trello* board (https://trello.com/) and labelled as 'Trello cards' for easy navigation of large content for the subsequent analyses collectively conducted by the research team (see

Figure 1).
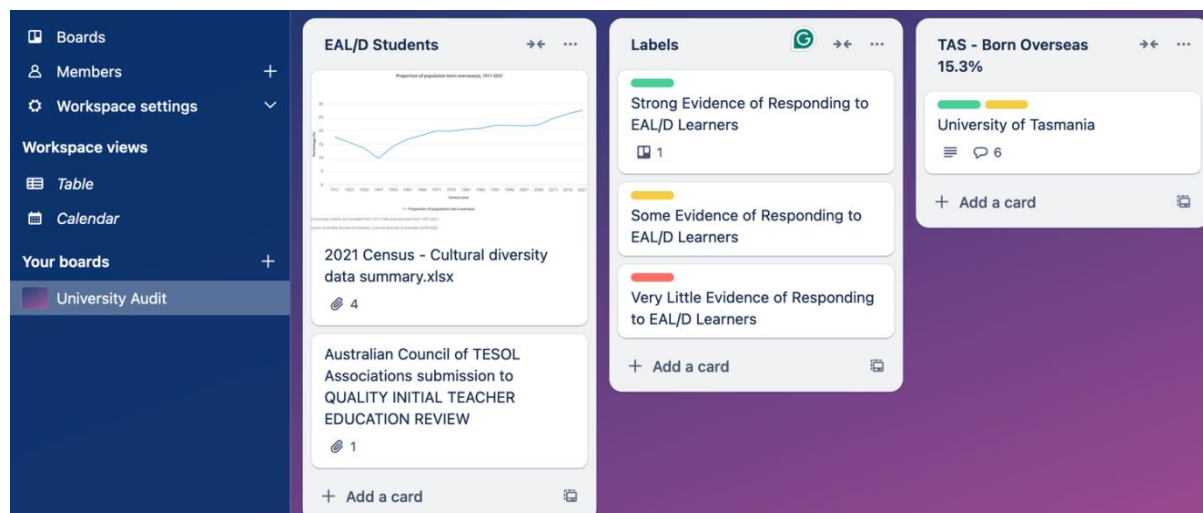
Figure 1. *A Trello board for ITE courses and related units.*

A *Trello* card was added for each university which included the unit title and codes, then using the comment function, unit descriptions were added for each university, which were grouped together by state (see Figure 2).
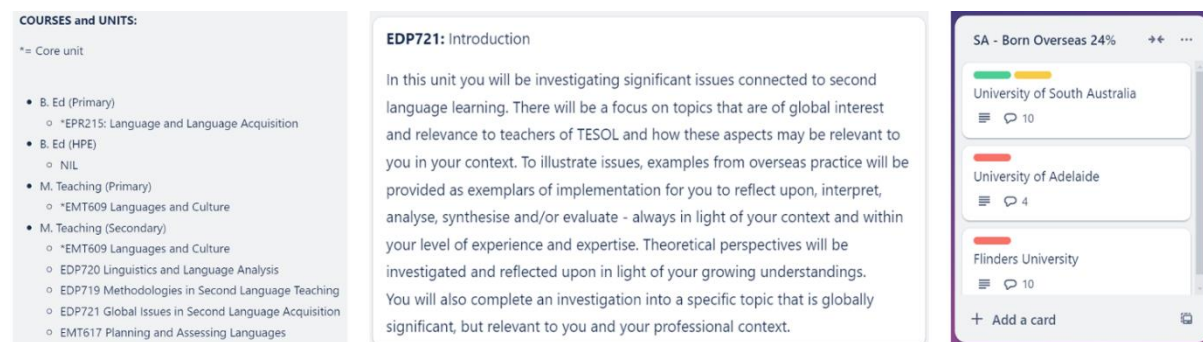
Figure 2. *Coding example: ITE courses and related units (left), a unit description (middle), and universities in South Australia (right).*

Here, it needs to be acknowledged that this large-scale auditing of ITE degrees nationally was an extremely time-consuming task, and that many university websites were not easy to navigate to locate the requisite information. There was one instance where information could not be located online; the Bachelor of Primary Education degree offered by the University of Sydney is not included in the data set, but the other ITE degrees offered by this university are. Through this process, we identified units for 215 ITE degrees. This number differs from the 372

accredited courses listed by AITSL (see: https://www.aitsl.edu.au/deliver-ite-programs/apl) because we only included major educational university providers. When filtered for the institutions we included, the number listed was 292. However, some of the courses listed are not currently offered, or represent degree combinations thus counting the same teaching qualification multiple times. For example, the "Bachelor of Arts (Western Civilisation)/Master of Teaching (Secondary)" and "Bachelor of Arts/Master of Teaching (Secondary)" offered at Australian Catholic University (ACU) are listed as two separate courses on the AITSL list whereas our data is only focused on the Master of Teaching (Secondary). This represents yet another challenge encountered when examining the data.

Using the information collated on the *Trello* board, we then examined all unit titles and descriptions. From this preliminary analysis, it was decided that units related to languages education (Chinese, Japanese, etc.) would be excluded from the data since these units were not for EAL/D learners, even though they might be underpinned by theories of language learning. They were also only available to those undertaking a language specialisation. Several universities offered TESOL specialisations, and these remained in the data set as these units were specifically designed to support EAL/D learners.

In the next phase, we categorised the units using the *EAL/D Unit Identification Tool* that we developed (Table 1). The research team analysed the unit title, description and unit outcomes, if available, for each unit identified as being possibly related to EAL/D teaching and learning to decide to which category, if any, the units belonged. Discrepancies in categorisation were resolved following a rigorous process of peer debriefing and coding verification. This was a challenging labour-intensive task as the unit descriptions varied greatly from a couple of paragraphs to a few sentences, and in one case, only one sentence was provided. Additionally, the unit learning outcomes were not always available. As a result, we were, at times, making inferences from very limited information. It is also important to recognise that the unit descriptions may not necessarily reflect the learning and teaching that occurs.

Each unit was placed into one of three categories: *EAL/D units, applied linguistics units* and *linguistic diversity units* (see Table 1 for further descriptions of these three categories). The three categories reflect how prominently EAL/D learners, and EAL/D learning and teaching strategies featured in the unit titles and descriptions. When analysing and assigning units to each of these categories, there were several rounds of cross-checking and coding verification amongst the research group (*n*=11). The research team consists of academics (*n*=8) and those currently working in educations systems (*n*=3). We are qualified teachers (*n*=7) and TESOL specialists (*n*=10) with PhDs in fields related to applied linguistics (*n*=7) and are located in WA (*n*=7) and NSW (*n*=4). Author 3 is not from a teaching background or the discipline of applied linguistics but does work in Primary and Secondary Education resource development and has expertise in quantitative analysis, which helped to ensure that the unit categorisation, using the *EAL/D Unit Identification Tool,* was adhered to. Robust discussions amongst the group ensued and it was particularly valuable to have the diverse expertise of the group to develop the system of categorisation that was used and to discuss how each unit should be categorised. Additionally, Table 1 and Appendix A were shared with the nationwide ACTA

Teacher Education Consultancy Group for further verification of the auditing process. The majority of the units were intensively cross-checked by Authors 1 and 2, and the other members of the research team checked a different section each to ensure inter-coder reliability (Creswell & Poth, 2024).

Using the *EAL/D Unit Identification Tool* (Table 1), all units were categorised to create Appendix A: Categorisation of units related to EAL/D learners in ITE degrees across all Australian universities. Appendix A forms the basis of the quantitative tables presented next in the findings. The tables identify the number of ITE courses across Australia's universities that include specific course content about teaching EAL/D learners, and whether they comprise core or elective units.

Table 1. *EAL/D Unit Identification Tool for ITE degrees.*

Name	Level	Description	Inclusion/exclusion criteria	Examples	Considerations
EAL/D units	1	These units explicitly and solely focused on EAL/D learners and learning and teaching strategies to support multilingual learners in the classroom.	Explicitly references EAL/D learning and teaching in the unit's name or description. Includes variations of this term, such as "English language learners", "learning of standard Australian English" and "second language learners".	"Teaching EAL/D learners" (Queensland University of Technology), "Teaching English language learners" (Central Queensland University).	It was not always evident from the unit's name, and it was sometimes only through an evaluation of the unit content that the EAL/D learner focus became clear. For example, "Intercultural communication in the Early Years" (University of Southern Queensland) and "Literacies Learning in Diverse Contexts" (University of Southern Queensland).
Applied Linguistics units	2	These units drew on content from the fields of applied linguistics, sociolinguistics, linguistics, language and literacy which is relevant for teachers of EAL/D learners but is not focused on EAL/D learners.	Does not explicitly reference EAL/D learning and teaching but does have a focus on language. Where EAL/D learners were referenced, they were not the primary focus of the unit. This applied when it was a professional experience unit (teaching practicum) and/or references to EAL/D learners were prefaced with phrases such as "as well as", "also considered" "in addition" and "that include".	"How Languages Work: Linguistics and the Structure of Language" (University of Newcastle), "Plurilingual Pedagogies and Dialogic Reading" (University of New England), "Diverse Literacies" (University of Western Sydney)	There was a focus on language development, language acquisition, literacy development as well as how language works including language analysis across the five levels of language. There was a tendency toward these units being part of the course's literacy units and may tend to focus on language and literacy development in first language contexts with some consideration given to additional languages. Or they were units with linguistics or TESOL codes, or in some cases subject English codes that were broader in content.
Language diversity units	3	These units focused on diverse learners or learner diversities which included diverse linguistic/ language backgrounds.	Explicitly references linguistic diversity – or diverse language backgrounds but does not extend beyond this.	"Inclusive Teaching for Diverse Learners" (Queensland University of Technology), "Responding to Diversity and Inclusion" (Central Queensland University)	It was clear that these units were designed to meet AITSL Focus Area 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, and in fact, this sentence was replicated word-for-word in many of these units making them easy to classify.

Findings

In the findings section, we first present quantitative data identifying the total number of universities that require students to complete a dedicated unit about EAL/D learning and teaching as part of their teaching qualifications, and those who do not, before offering a more detailed examination of the unit content across undergraduate and postgraduate ITE degrees,

and ECE, primary and secondary courses.

There are 18 universities across Australia that require some of their students (depending on their ITE degree) to undertake a dedicated EAL/D learning and teaching unit (core EAL/D unit) as part of their teaching qualification, representing almost half of the total number of universities (*n*=37) that offer ITE degrees (Table 2). These 18 universities may not offer a core EAL/D unit across all their ITE degrees[1]. Of these 18 universities, seven universities offer a different core EAL/D unit for some of the different degree types they offer. For example, Queensland University of Technology (QUT) mandates one unit "Teaching EAL/D learners" in their undergraduate degrees (excluding their Birth to 5 years course) but not their postgraduate degree. James Cook University mandates one unit for their undergraduate degrees ("English as an Additional Language/Dialect for Indigenous Learners") and another for their postgraduate degree ("Culturally and Linguistically Diverse Classrooms and Communities"), hence, two units listed in Table 2. Universities offer a greater choice of EAL/D units as electives – see 27 individual core EAL/D units compared with 55 individual elective EAL/D units. These higher numbers likely reflect the TESOL specialisations offered by some universities (*n*=12, see Appendix A) as well as the tendency to code-share units from other schools for elective units, for example, Linguistics, English (literature). Regrettably, there are 8 universities across Australia that do not offer either a core or an elective EAL/D unit for their pre-service teachers across any degree type – undergraduate, postgraduate, or course – ECE, Primary and Secondary.

Table 2. *EAL/D learning and teaching units by Australian university.*

University	Core EAL/D units	Elective EAL/D units	No EAL/D units offered
University of Tasmania		3	
Australian Catholic University		3	
University of Canberra	3	1	
Charles Darwin University	1	5	
Flinders University		4	
University of Adelaide		2	
University of South Australia		10	
University of Western Australia		1	
University of Notre Dame		1	
Edith Cowan University	1	1	
Curtin University			x
Murdoch University			x
Griffith University		1	
University of Southern Queensland	2		
University of the Sunshine Coast			x
Queensland University of Technology	2		
James Cook University	2		
Central Queensland University	1		
University of Queensland	1		
Federation University Australia			x
Monash University			x

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[1] For a full list of which of their ITE degrees require students to complete this unit, refer to Appendix A.

University	Core	Elective	(x)
Deakin University			x
Latrobe University	1	1	
Victoria University	1	3	
Swinburne University	1		
University of Melbourne		3	
RMIT University	1	2	
Southern Cross University			x
Charles Sturt University	1		
University of Wollongong	1		
University of Technology Sydney	3		
Western Sydney University	1	2	
University of Sydney	2	4	
Macquarie University			x
University of Newcastle		4	
University of New England	2	2	
University of New South Wales		2	
TOTALS	**18 universities** (27 units)	**20 universities** (55 units)	**8 universities**

Across the 37 Australian universities, we were able to locate the details for 117 undergraduate and 97 postgraduate ITE degrees and one combined degree (Table 3). Within each of these degree types there are a range of courses offered, most commonly these are in Early Childhood Education (ECE), Primary and Secondary education. However, there are also a range of courses offered that do not fit neatly into these three courses, as shown in Table 3, some of these include the ECE and Primary courses, Primary and Secondary courses. Table 3 shows how the EAL/D units presented in Table 2 are distributed across these degree types and courses. For this reason, the number of core and elective EAL/D units listed is greater since the same unit may be counted multiple times because it is part of the ECE, Primary and Secondary course (e.g. *n*=3) for example EDEN345 at ACU. Table 3, therefore, can be used to examine differences between the degree types and the courses, and the role EAL/D units play in these degrees. Additionally, Table 3 has also been expanded beyond core and elective EAL/D units to include the other categories of applied linguistics and linguistic diversity units.

Table 3. *EAL/D learning and teaching units by ITE degree course and specialisation.*

Degree Type / Course	University ITE Degrees	Core EAL/D Units	Core Applied Linguistics Units	Core Linguistic Diversity Units	Elective EAL/D Units	Elective Applied Linguistics Units	Elective Linguistic Diversity Units
Combined	**1**	**0**	**0**	**0**	**0**	**0**	**0**
B.Science/Art and M. Secondary	1	0	0	0	0	0	0
Undergraduate	**117**	**30**	**30**	**33**	**41**	**25**	**6**
Birth to 5 Years	2	1	0	0	0	0	0
ECE	24	7	4	7	2	1	1
ECE and Primary	13	1	7	5	1	0	1
Primary	35	11	10	9	11	2	3
Primary and Secondary	9	3	7	2	4	1	0

Secondary	34	7	2	10	23	21	1
Postgraduate	**97**	**12**	**19**	**17**	**27**	**5**	**1**
Birth to 5 Years	3	0	0	0	0	0	0
ECE	14	1	0	3	0	0	0
ECE and Primary	6	2	3	0	0	2	0
Primary	34	5	9	6	4	2	0
Primary and Secondary	2	0	3	1	0	0	0
Religious Education	1	0	0	0	0	0	0
Secondary	36	4	4	7	23	1	1
Special and Inclusive Education	1	0	0	0	0	0	0
Total	**215**	**42**	**49**	**50**	**68**	**30**	**7**

From Table 3, there are more core EAL/D learning and teaching units in undergraduate degrees, compared with postgraduate degrees (26% vs. 12%, respectively), and more in Primary Education courses (23%), than ECE (21%) and Secondary Education (16%) courses. These numbers are not large, and, in fact, the number of core EAL/D learning and teaching units represented across the different courses is much less than suggested by Table 2. In Table 2, half of the universities offered a core EAL/D learning and teaching unit. However, this may equate to one unit in one course. Given that so many courses are offered, the representation of EAL/D learning and teaching units across all courses and degree types is much lower. To illustrate, for undergraduate degrees the number of core EAL/D units (n=30) is slightly less than the number of core linguistic diversity units (n=33), which means that approximately 26% of university ITE degrees offer EAL/D learning beyond the minimum requirement of the AITSL standards (Focus Area 1.3) whereas 28% of university ITE degrees follow this benchmark (i.e., the Linguistic Diversity units) and 26% are providing what we have categorised as core Applied Linguistics units (n=30). In the undergraduate degrees, this pattern is mostly maintained across the course type (ECE, Primary, Secondary) with Primary Education degrees having marginally more core EAL/D units. For postgraduate degrees core applied linguistics units are the dominant type of unit offered, 20% compared with 12% for core EAL/D and 17.5% for linguistic diversity units. This trend is fairly consistent across the different postgraduate courses offered with Primary Education having only slightly better representation than Secondary, and ECE having minimal core EAL/D units.

The number of elective EAL/D units in Secondary Education courses at both the undergraduate (n=41) and postgraduate levels (n=27) is noteworthy, and again this likely reflects TESOL specialisation options offered by some universities (n=12, see Appendix A). That there are little to no elective Linguistic Diversity units points to the creation of these units specifically to meet the AITSL standards Focus Area 1.3: Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds, which as a requirement of accreditation are therefore, core units. The figures indicate that some "Linguistic Diversity" units have not been identified through the audit conducted because the total for the three categorisations (EAL/D, Applied Linguistics, Linguistic Diversity) should equal or exceed the number stated in the ITE degrees column in

Table 3, given that for ITE degrees to be accredited they must meet the AITSL standards, including Focus Area 1.3. Therefore, the figures provided in Table 3 for linguistic diversity units should be much higher. However, it seems that the linguistic diversity component of Focus Area 1.3 was not prominent enough in the unit names and descriptions to be identified in the audit process.

The overall finding is that, with some notable exceptions of EAL/D learning and teaching units, there is little unit content that provides the learning necessary for teachers to effectively respond to EAL/D learner needs in classroom contexts. Further, the unit content related to "linguistic diversity" is minimal and often unidentifiable.

Discussion

Returning to Nancy Fraser's conception of social justice as both recognition and redistribution, there are some universities across the country that have recognised the learning needs of EAL/D learners, and the need for pedagogically equipped teachers to respond to these learners in their classrooms. Subsequently, these universities have redistributed resources within the university context towards meeting this identified need. These efforts to ensure that pre-service teachers are prepared to teach EAL/D learners are a form of recognition and redistribution that go well-beyond the minimal requirement set out in the AITSL teacher standards (see Focus Area 1.3). Further, that universities feel the need to extend far beyond what is required by AITSL speaks volumes about how much of a social justice issue it is. In this regard, it is encouraging to see this degree of autonomy and individual decision-making being enacted at some universities. There were some universities that were highly responsive to their local contexts, for example, the "English as an Additional Language/Dialect for Indigenous Learners" unit being offered by James Cook University across ECE, Primary and Secondary undergraduate degrees, a regional university that serves schools with large populations of Aboriginal and/or Torres Strait Islander learners. However, whilst promising, such examples are a minority.

Most universities are not consistently offering units about EAL/D learning and teaching to their pre-service teachers across all course and degree types. There is better representation of EAL/D learning and teaching unit content in undergraduate Primary degrees, reflecting the dominant view in education that language teaching is the purview of primary school teachers and not secondary teachers for whom specialist content knowledge is what counts, leaving language and literacy to English teachers (Ollerhead, 2022). This view ignores the fact that many EAL/D learners will not be able to access highly specialised content knowledge in the primary *and* secondary school curriculum unless effective scaffolded language-based pedagogy is provided (e.g. Hammond, 2006, 2021, 2022; Gibbons, 2002, 2012; Michell & Sharpe, 2005; Nguyen & Williams, 2019; Poetsch, 2023). Also indicative of the marginal position EAL/D learners hold, is that units related to EAL/D learning and teaching are often the first to go when delivering condensed two-year master's degrees in teaching. These units are viewed as non-essential

knowledge in Secondary education degrees and often ECE degrees as well. This is despite the report of the Teacher Education Expert Panel (Strong Beginnings, 2023) stating that responsive teaching, including for students who have English as an additional language or dialect (EAL/D) should form one of the four types of core content that "every teacher should learn in ITE to be prepared for the classroom and best support students" (p. 9).

The ongoing privileging of 'mainstream subjects' over EAL/D pedagogies in the university context is seen in the dominant "linguistic diversity" units that represent the minimum requirement of the AITSL teacher standards Focus Area 1.3. These units claim to address linguistic diversity, but it is difficult to see how this could be achieved in any real depth alongside the other content in the units. This glossing over has resulted in ITE degrees that provide only minimal and inadequate education in EAL/D learning and teaching, leaving pre-service teachers under-prepared for teaching EAL/D students in mainstream classrooms. Pre-service teachers, early in their teaching career, will hence find themselves under pressure while navigating these complexities and attempting to determine what is best for their students. In the novice stages of interpreting curricula and planning for learning in the English-medium curriculum, they have to grapple with being aware of, and responding to, the linguistic skills and cultural knowledge of their students.

To navigate and respond to competing educational priorities and pressures, pre-service teachers need training support to understand the language and literacy demands of curriculum and develop culturally and linguistically responsive pedagogies that not only provide the necessary pedagogical skills to support their EAL/D learners, but also recognise, value and incorporate into their pedagogical toolkit the linguistic and cultural resources that EAL/D learners bring to the classroom (Partridge & Harper, 2023; Slaughter & Cross, 2021). With this knowledge, pre-service teachers are better positioned to design teaching and learning materials that cater for culturally and linguistically diverse learners, including students from refugee backgrounds with limited formal schooling histories (Sharifian et al., 2021). Increased exposure to, and formal education in, EAL/D pedagogies will empower teachers to adopt approaches which provide students access to education via the dominant language of English in a variety of modes (van Kooy et al., 2024). It is essential that this starts in ITE courses— regrettably, a road yet to be taken in the current ITE landscape.

AITSL needs to be a leader in this regard to pave the way forward. Currently, some universities are leading change, effectively responding to the need to prepare pre-service teachers for EAL/D learning and teaching. However, due to the failure of AITSL to not only drive but mandate change, many universities are lagging in this area and ultimately, both teachers and their students bear the consequences of these decisions. AITSL needs to revise the teacher standards to create a specific Focus Area for EAL/D learners in the same way they have for Aboriginal and Torres Strait Islander learners (see Focus Area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students) and learners with a disability (see Focus Area 1.6 Strategies to support full participation of students with disability). Such a change would then mirror Australian Curriculum documentation related to student diversity (https://v9.australiancurriculum.edu.au/student-diversity) that identifies the specific needs of

EAL/D learners alongside those with a disability or who are gifted and talented. The current neglect in this area is evidently influenced by the previously discussed monolingual ideologies that operate across society and specifically within education to limit and constrain what is offered in ITE at Australian universities highly governed by accreditation requirements. Thus, it is here with accreditation requirements, that change should start.

Limitations and future directions

Given the scope and size of the quantitative analysis conducted, there is potential for oversights. Thirty-seven universities were identified as offering 215 courses in ITE across ECE, Primary and Secondary education. Despite ensuring a rigorous process of checking and cross-checking, a margin of human error is expected with this volume of data, especially when so much of the data collected required an in-depth search spanning multiple webpages at each university. Appendix A was shared with the nationwide ACTA Teacher Education Consultancy Group to help detect whether any units were missing from the data set, and some valuable additions to the data set were received (noted by a '+' sign). However, not all institutions were represented leaving some universities unchecked.

During this process, the point was raised that for NSW universities there are mandatory requirements for EAL/D provision across the whole ITE degree (see NESA, 2024) rather than stand-alone units, which was the focus of our search. Consequently, different structures for EAL/D learning and teaching remain unidentifiable in our audit.

Also, as part of our member-checking with the ACTA Teacher Education Consultancy Group, it was brought to our attention that some of the units that were not identifiable as EAL/D learning and teaching units from their unit title and description, were in fact, focused on EAL/D learners. For example, for the unit EUN113 at QUT, half the unit is dedicated to EAL/D learning and teaching, but this was not apparent in the audit process because it was combined with learning about students with disabilities. In these cases, we have adhered to the audit process established using the *EAL/D Unit Identification Tool* for reliability, and validity. In other examples, it seemed that units were described in one way and taught in another. For the next part of our research, we seek to further understand 'what is going on' through in-depth qualitative research.

It also needs to be noted that data is current for the year 2024 and first half of 2025 and therefore represents a snapshot in time that will ultimately become dated as soon as universities review their course content. We do, however, hope that this data provides a valuable baseline that can be used to measure change over time. For this reason, we have been transparent with the data collected and the coding process used to support future studies of this type.

Conclusion

Our audit of university ITE degrees exposes a national crisis and systemic injustice: the long-held monolingual, Anglocentric hegemonies entrenched in Australian society and its education system are reproducing inequalities in mainstream English-first school subjects whilst relegating EAL/D learning and teaching to the periphery in teaching practices and equitable policy making. The common refrain that Australia takes pride in being a multicultural country that celebrates cultural and linguistic diversity sounds hollow in the current educational landscape, where EAL/D learners are misrepresented or lack visibility while related resources and efforts are misdirected. A closer examination of the audited ITE course units further reveals a wider social injustice where a sizeable number of university ITE degrees fail to prepare pre-service teachers to effectively teach their EAL/D learners in diverse Australian classrooms. This situation is directly linked to the minimal requirements relating to EAL/D learners in the AITSL teacher standards.

The bleak picture of EAL/D unit offerings across Australian universities draws attention to the crucial role of teacher standards and accreditation requirements within which universities develop, accredit, and deliver their initial teacher education courses. Although, as outlined, there is no shortage of reports and submissions recommending that universities offer dedicated units for teaching EAL/D learners on social justice grounds, AITSL remains unresponsive to both policy advocacy and the linguistic reality of Australian schools. What is urgently needed is for AITSL to move beyond 'catch-all', tokenistic teacher standards that misrecognise and disregard the specific learning needs of EAL/D learners and mandate the specialist knowledge and skills that teachers need for teaching this learner cohort. Supported by specific EAL/D course content requirements and transparent EAL/D unit labelling, promulgation of such standards will ensure appropriate recognition and resource redistribution needed for pedagogically inclusive and effective EAL/D pre-service course provision for Australian schools.

At the time of a national crisis of teacher shortage, particularly in the EAL/D space, schools are in dire need of EAL/D teaching support and 'qualified' EAL/D specialists for the growing number of migrant and refugee students in their schools. If Australian universities continue following the dominant 'English first' ideologies that prioritise and promote 'mainstream education' course offerings, the cycle where EAL/D learners lag behind without hope of succeeding academically in mainstream classrooms, perpetuated by unprepared pre-service teachers, will paint an even bleaker picture of Australia's education system. A call for the government and universities to respond to this national crisis of social injustice and education inequality is urgently needed.

Acknowledgements

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Appendix A: Categorisation of units related to EAL/D learners in ITE degrees across all Australian universities.

University	Degree Type	Course Type	Unit content (*Core Unit; #TESOL Specialisation; (I)Indigenous Focus)		
			EAL/D	**Applied Linguistics**	**Linguistic Diversity**
University of Tasmania	Undergraduate	Primary	-	EPR215*	-
		Secondary	-	-	-
	Postgraduate	Primary	-	EMT609*	-
		Secondary	EDP720# EDP719# EDP721#	EMT609*	-
Australian Catholic University	Undergraduate	ECE	-	-	EDFX204
		ECE and Primary	-	-	-
		Primary	EDEN345	-	-
		Primary and Special Ed	EDEN345	-	-
		Primary and Secondary	EDEN345	-	-
		Secondary and Special Ed	EDEN345	-	-
	Postgraduate	ECE and Primary	-	EDEN602	-
		Primary	-	EDEN602	-
		Secondary	EDTL599 EDTL699	-	-
University of Canberra	Undergraduate	ECE	10181*	-	-
		Primary	9880* 9857	-	-
		Secondary (Arts)	9857*	-	-
	Postgraduate	ECE and Primary	9880* 10181*	-	-
		Primary	11345	-	-
		Secondary	-	7649	-
Charles Darwin University	Undergraduate	Birth to 5 Years	ELA201*	-	-
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	ELA213 TES102# TES203# TES204#	TES206# TES307#	-
	Postgraduate	Birth to 5 Years	-	-	-
		ECE	-	-	-
		Primary	-	-	-
		Secondary	ELA513	-	-
Flinders University	Undergraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	ESOL1001# ESOL2003# ESOL2004# ESOL3005#	LING3105# LING3106# LING2004# ESOL1002#	-
	Postgraduate	Birth to 5	-	-	-
		ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-

University	Level	Program			
University of Adelaide	Undergraduate	Secondary	EDUC4114	LING1101 LING1102	-
	Postgraduate	Secondary	EDUC7114	-	-
University of South Australia+	Undergraduate	ECE / Early Childhood	EDUC1087 EDUC2093	-	EDUC3055*
		Primary	EDUC1087 EDUC2093 EDUC4214	-	EDUC3055*
		Secondary	EDUC1087 EDUC4205 EDUC1087# EDUC2093# EDUC4214#	LANG2032# LANG3038#	EDUC3055* EDUC1109*
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	EDUC5199# EDUC5154# EDUC5180	-	EDUC5249
University of Western Australia	Undergraduate	Primary	EDUC3025	-	EDUC3011*
	Postgraduate	Primary	-	-	EDUC5539*
		Secondary	-	-	EDUC5539*
		F-12	-	-	EDUC5539*
University of Notre Dame	Undergraduate	ECE	-	EDUC2046*	EDUC1027*
		Primary	-	EDUC4671	-
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Religious Education	-	-	-
		Special and Inclusive Education	-	-	-
		Primary	EDUC5204	-	-
		Secondary	EDUC5204	-	-
Edith Cowan University	Undergraduate	ECE	-	-	-
		Primary	LAN3240*	-	-
		Grade 1-10	LAN3240*	-	-
		Secondary	-	-	EDU3104*
	Postgraduate	ECE	-	-	-
		Primary	LAN6350	-	-
		Secondary	-	-	-
Curtin University+	Undergraduate	ECE	-	EDUC4036	-
		Primary	-	-	EDPR3004 EDUC4044(I)
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Murdoch University	Undergraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
Griffith University+	Undergraduate	ECE and Primary	3421EDN	-	4299EDN(I)
		Primary	3421EDN	-	4299EDN(I)
		Secondary	-	-	4299EDN(I)
	Postgraduate	ECE and Primary	-	7114EDN	-
		Primary	-	7114EDN	-

Institution	Level	Program			
		Secondary	-	-	-
University of Southern Queensland	Undergraduate	ECE	EDE3150*	-	-
		Primary	-	-	-
		Secondary	-	-	-
	Postgraduate	Early Years	EDM8007*	-	-
		Primary	EDM8007*	-	EDM5002*
		Secondary	-	-	EDM5002*
University of the Sunshine Coast	Undergraduate	ECE	-	-	-
		Primary	-	-	EDU412*
		Secondary	-	-	EDU412*
	Postgraduate	Primary	-	-	EDU712*
		Secondary	-	-	EDU712*
Queensland University of Technology	Undergraduate	Birth to 5	-	-	-
		ECE	EUB405*	-	-
		Primary	EUB405*	-	-
		Secondary	EUB310*	-	-
	Postgraduate	ECE	-	-	EUN113*
		Primary	-	-	EUN113*
		Secondary	-	-	EUN113*
James Cook University	Undergraduate	ECE	ED3443*(I)	-	-
		Primary	ED3443*(I)	-	-
		Secondary	ED3443*(I)	-	-
	Postgraduate	Secondary	ED5986*	-	-
Central Queensland University+	Undergraduate	ECE	EDCU14034*	-	EDCU11031*
		Primary	EDCU14034*	-	EDCU11031*
		Secondary	-	-	EDSE11024*
	Postgraduate	ECE	-	-	EDFE20034*
		Primary	-	-	EDFE20034*
		Secondary	-	-	EDFE20034*
University of Queensland	Undergraduate	Primary	EDUC2750*	-	EDUC1710* EDUC3760*
		Secondary	-	-	EDUC1710* EDUC3606*
	Postgraduate	Primary	-	-	EDUC7516*
		Secondary	-	-	EDUC7600* EDUC7606*
Federation University Australia	Undergraduate	ECE and Primary	-	EDECE2020*	-
		Primary	-	EDBED4112*	-
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Monash University+	Undergraduate	ECE and Primary	-	EDF1084* EDF3079*	EDUC3066*
		Primary and Secondary	-	EDF1084* EDF3079*	EDUC3066*
		Primary and Secondary HPE	-	EDF1084* EDF3079*	-
		Primary and Secondary Inclusive and Special Education	-	EDF1084* EDF3079*	-
		Primary	-	EDF1084* EDF3079*	EDF1069* EDUC3066*
		Secondary	-	LINGENGL03#	EDUC3066*
		Secondary HPE	-	-	EDUC3066*

	Postgraduate	ECE	-	-	-
		ECE and Primary	-	EDF5818* EDF5819*	-
		Primary	-	EDF5817* EDF5818* EDF5819*	-
		Primary and Secondary	-	EDF5817* EDF5818* EDF5819*	-
		Secondary	-	-	-
Deakin University	Undergraduate	ECE	-	-	ECE404*
		ECE and Primary	-	-	ECE404*
		Primary	-	-	ECE404*
		Secondary HPE	-	-	-
	Combined	B.Science/Art and M. Secondary	-	-	-
Latrobe University	Undergraduate	ECE	EDU2LLC*	-	EDU2ULD*
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	-	LIN1FOL# LIN1IML# LIN2001# LIN2MKM# LIN2SOL# LIN3CLD# LIN3DCW# LIN3LAA#(I)	-
	Postgraduate	Primary	EDU5019	-	-
		Secondary	-	-	-
Victoria University	Undergraduate	ECE	-	-	-
		Early Childhood	ECE3001*	-	-
		F-12	EDT1001# EDT2001# EDT2002#	EDT1002#	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
Swinburne University	Undergraduate	ECE	-	EDU10002*	-
		ECE and Primary	-	EDU10002*	-
		Primary	-	EDU10002*	-
	Postgraduate	Primary	EDU80047*	-	-
		Secondary	-	-	-
University of Melbourne	Postgraduate	ECE	-	-	EDUC91053*
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	EDUC9118# EDUC91148# EDUC91178#	-	-
RMIT University	Undergraduate	ECE and Primary	TCHE2621*	-	-
		Primary	TCHE2621* TCHE2662 TCHE2587	TCHE2646*	-
		Primary and Secondary	-	TCHE2698*	TCHE2627*
	Postgraduate	Primary	-	TCHE2697*	-
		Secondary	-	-	-
	Undergraduate	ECE	-	-	-
		Primary	-	-	-

Southern Cross University		Secondary	-	-	EDUC3031
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Charles Sturt University	Undergraduate	ECE and Primary	-	-	EED307*
		Primary	EEP306*	-	-
		F-12	EEP306*	-	-
		Secondary	EEP306*	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
University of Wollongong	Undergraduate	Early Years	-	EYLL102*	-
		Primary	EDLD302*	EDKL200*	-
		Secondary	EDLD302*	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
University of Technology Sydney	Undergraduate	Secondary	010047*	-	-
	Postgraduate	Primary	013456*	-	-
		Secondary	013986*	-	-
Western Sydney University	Undergraduate	ECE	-	-	TEAC2009*
		Primary	TEAC4012*	-	-
		Secondary	-	-	TEAC3046*
	Postgraduate	Birth to 5 / 5 to 12	-	TEAC7030*	-
		Primary	-	TEAC7090*	-
		Secondary	TEAC5007# TEAC5008#	-	-
University of Sydney	Undergraduate	ECE	-	-	-
		Primary	UNK	UNK	UNK
		Secondary	UNK TESOL#	-	-
	Postgraduate	Primary	EDMT5533*	-	-
		Secondary	EDMT5678* EDMT5672# EDMIT6622# EDMT5622#	-	
Macquarie University	Undergraduate	ECE	-	-	EDST1500*
		ECE and Primary	-	EDST2500*	EDST1500*
		Primary	-	-	-
		Secondary	-	EDST2500*	-
	Postgraduate	ECE	-	-	-
		Birth to 5 Years	-	-	-
		Primary	-	-	-
		Secondary	-	EDST8520*	-
University of Newcastle	Undergraduate	ECE and Primary	-	LING1000*	EDUC3065*
		Primary	-	LING1000*	-
		Secondary	EDUC1143# EDUC2143# EDUC3143# EDUC4143#	LING1111# LING2502#	
	Postgraduate	Primary	-	EDUC6748*	-
		Secondary	-	EDUC6781*	-
University of New England+	Undergraduate	ECE	-	EDEC308*	-
		ECE and Primary	-	EDEC308*	-
		F-6 Teaching	EDUC303*	-	-
		F-12 Teaching	EDUC303*	-	-
		Secondary	EDUC303*	-	-
	Postgraduate	Primary	EDUC503*	-	-

		Secondary	EDUC503* EDLA387# EDLA388#	-	-
University of New South Wales+	Undergraduate	Primary	-	EDST2003* EDST1120*	-
		B. Science/Arts/Design and Secondary	EDST6704# EDST6734#	EDST2003*	-
	Postgraduate	Primary	-	EDST6781* EDST5139*	-
		Secondary	EDST6704# EDST6734#	EDST5139*	-

*Core unit; #TESOL Specialisation Unit; (I)Indigenous Focus

+University contact provided all EAL/D units – all were reviewed by Authors 1, 2, & 3 as per the Audit tool to ensure consistent results. Not all units provided were found to meet the requirements based on publicly available unit outlines

Carly Steele is an applied linguist and a fully qualified teacher with over 12 years' experience in diverse teaching contexts across Australia including urban cities, and rural and remote communities. She has lectured in initial teacher education courses in university settings since 2019 and completed her PhD at the University of Melbourne in 2021. Her research focuses on how language learners are positioned in schools with the aim to promote culturally and linguistically responsive teaching and assessment practices. Carly primarily engages in participatory action research in collaboration with classroom teachers.

Julian Chen (they/them) is an Associate Professor of Applied Linguistics/TESOL and the Course Coordinator of Asian Languages at the School of Education, Curtin University. Julian's research synergises technology-enhanced language learning, task-based language teaching, virtual reality, inclusive pedagogy, and participatory action research. Julian is the former Book Review Editor of *Australian Review of Applied Linguistics*, and Editor of *Emergency Remote Teaching and Beyond* (2021, Springer), and author of *Second Life as a Virtual Playground for Language Education* (2022, Routledge).

Kim Andreassen (they/them) is a School Program Coordinator for Act Belong Commit at Curtin University, Western Australia. They are an educational sexologist with a focus on diversity and inclusion for historically marginalised populations in research and education. Kim holds qualifications in sexology, education, and business analytics, and is a current PhD candidate at Curtin University. Their thesis focuses on best practice accessible consent education for people with disability aged 12-16 years of age, emphasising non-speaking consent. Their current research and project work focuses on queering curriculum projects, EAL/D education advocacy, and disability advocacy particularly related to comprehensive sexuality education.

Toni Dobinson is a Professor, Post Graduate Course Coordinator and Discipline Lead in Applied Linguistics, TESOL and Languages in the School of Education at Curtin University, Western Australia and a provider institution in Ho Chi Min City, Vietnam. She researches in the areas of language teacher education, language and identity, language and social justice, translingual practices and translingual discrimination. She has worked and collaborated extensively on research projects in migrant and refugee communities in the City of Canning, Gosnells, and Wanneroo, in Western Australia, and has an ongoing participatory action research project with a local multilingual primary school.

Stephanie Dryden, PhD, is a Research Assistant at Curtin University and Batchelor Institute in the disciplines of Applied Linguistics and Education. She has a background of teaching English as an additional language in Australia, Colombia, and Vietnam. She has published multiple peer-reviewed research articles in international journals, on the topics of sociolinguistics, translanguaging, semiotics, linguistic discrimination, and foreign language anxiety.

Leonardo Veliz is Associate Professor in language and literacy education at the University of New England. He is the Head of the Curriculum Department and Lead of the Language, Literacy and Pedagogy Research Strategic Group. His research centres on broad issues of languages and literacy education in Australia and overseas. He's currently editing volumes on multiculturalism, multilingualism, literacies in the Global South and language teacher agency.

David Partridge is an experienced educator with a demonstrated history of working in the education leadership industry. He is skilled in staff development, educational leadership, teaching, curriculum development, and EALD education. He is a qualified teacher and education professional with a Master of Arts (MA) in German Language and Literature and a Master of Applied Linguistics (MAAL) from the University of New England (AU).

Michael Michell is an honorary lecturer at the UNSW School of Education where he worked as a lecturer in language and literacy education. For the majority of his career, he was an English as a second language (ESL) teacher in the NSW Department of Education and worked in senior advisor roles leading ESL assessment, curriculum, research and professional learning projects and policy development. Michael was President of Australian Council of TESOL Associations (ACTA), 2015-2020. He worked with Margaret Turnbull in the development, implementation and analysis of the *2016 State of EAL/D Education* survey. He is currently President of ATESOL NSW.

Margaret Turnbull is a Principal Policy Analyst for the NSW Department of Education, Centre for Educational Statistics and Evaluation. In this role she has initiated literacy and EAL/D research and has worked on the development of the ACARA National Literacy Learning Progressions. For the majority of her career, she has worked as an EAL/D specialist as an Instructional Leader and EAL/D teacher at culturally and linguistically diverse schools in South

Western Sydney and as the coordinator of the EAL/D program in NSW Department of Education. She is currently undertaking doctoral research at the University of Wollongong.

Marisa Schiavi is the EAL/D and Languages Team Coordinator at Catholic Education Western Australia, providing system-level leadership in multilingual and multicultural education. She has extensive teaching and leadership experience working with migrant, refugee, international and First Nations EAL/D students across a range of educational settings, including EAL/D students in the mainstream, Intensive English Units, bilingual schools and adult language programs, both nationally and internationally. Marisa holds undergraduate and postgraduate qualifications in Applied Linguistics and TESOL, Languages Education, Translation and Bilingualism, and Educational Leadership. Her work is grounded in inclusive, strength-based approaches with a strong commitment to equity, access and excellence for culturally and linguistically diverse learners. She is also the former President of the Modern Language Teachers Association of Western Australia (MLTAWA).

Belinda Stewart has taught in the TESOL field for over 20 years and been Deputy Principal of the Cyril Jackson Senior Campus Intensive English Centre since 2016. She has a Post Grad Dip Ed double major in TESOL & LOTE plus a DELTA. She is passionate about providing the best possible educational opportunities for newly arrived migrant/refugee background students. She has held the position of President, WATESOL twice in the last 10 years and uses this role to advocate at state and federal levels to improve outcomes for learners and teachers of English as an additional language or dialect.