

ANZAC Day

About this Illustration of Practice

A teacher of English as an Additional Language or Dialect (EAL/D) designs and delivers an activity based around ANZAC Day to a Year 11 class with limited English proficiency. The teacher revisits 'note taking' strategies from previous lessons to prepare students for an upcoming research project. She understands the importance of providing students with many opportunities to practice and revise, repeating activities regularly to allow students to select and apply these skills independently. The teacher builds on prior knowledge to scaffold students in their understanding of ANZAC Day and its cultural significance to Australia.



Standards

Standard 1

Know students and how they learn

Focus area 1.3

Proficient

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Descriptor: Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Discussion questions

1. How do you adapt and scaffold activities to meet the needs of EAL/D students with varying levels of English?
2. How do you identify and address gaps and different perspectives in knowledge of historical events amongst your EAL/D students?

Learning context

Year 11 EAL/D students at Cyril Jackson Senior Campus are refugees and migrants aged 16 to 20 who have recently begun their education in Australia. Many students have received minimal formal schooling and have had difficulty accessing historical knowledge and different perspectives. Students will spend up to two years in the Intensive English Centre at Cyril Jackson Senior Campus before beginning their mainstream education.

School context

[Cyril Jackson Senior Campus](#)

Western Australia

Year level: Year 11

Related subject: English

Stage of schooling: Secondary

School type: Government

School location: Metropolitan

[View school location in Google Maps](#)