

WHO OWNS EAL?

Build shared routines. Review the evidence.



THE IDEA

Name the responsibilities of subject teachers, EAL specialists and leaders for one shared learner outcome.



IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1



Name the responsibilities of subject teachers, EAL specialists and leaders for one shared learner outcome.

2



Identify the language needed to demonstrate it.

3



Allocate complementary teaching roles and choose one precise support.

4



Review individual responses and agree what to adjust next time.

WHO OWNS EAL?

For an explanation task, the subject teacher identifies accurate scientific reasoning, the EAL specialist identifies language access, and both review an independent response. Leadership provides time and a clear review expectation.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.



TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?



TEACHER LANGUAGE

"Who will do what in this task, and what learner evidence will we review?"