

WHAT SHOULD THE EAL SPECIALIST ACTUALLY DO?

Build shared routines. Review the evidence.



THE IDEA

Connect the EAL specialist's expertise to the task's language demand, modelling and evidence review.



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



Connect the EAL specialist's expertise to the task's language demand, modelling and evidence review.

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.

WHAT SHOULD THE EAL SPECIALIST ACTUALLY DO?

For a source evaluation, the EAL specialist helps identify the language of qualification and designs a short rehearsal. The subject teacher checks the historical interpretation. Both judge whether learners can transfer the move.



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?"