



TEACHER OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

(ANZSCO Code: 249311)

Group A



About this document

- » The following Information Sheet is for your reference only and should be used as a guide to assist with your Skills Assessment application to VETASSESS. This information is subject to change.
- » Please note that a Skills Assessment of the qualification involves assessment of both the qualification level and content. Qualifications are assessed according to the guidelines published by the Australian Government Department of Education, Skills and Employment.
- » The employment assessment involves determining the skill level and relevance of the tasks undertaken.
- » Integrity checks may be conducted to verify the qualification and employment claims made in an application.

Job description

Teachers of English to Speakers of Other Languages teach classes in English to students whose first language is a language other than English.

Occupations considered suitable under this ANZSCO code:

- » English as a Second Language Teacher

Teacher of English to Speakers of Other Languages is a VETASSESS Group A occupation

This occupation requires a qualification assessed as comparable to the educational level of an Australian Qualifications Framework (AQF) Bachelor degree or higher, in a field highly relevant to the nominated occupation.

Applicants must also have at least one year of highly relevant, post-qualification employment, at an appropriate skill level completed in the last five years.







A positive assessment of both qualifications and employment is required for a positive Skills Assessment outcome.

If the degree is not in a highly relevant field, and there is an additional qualification at least at AQF Certificate IV (or CELTA) level in a highly relevant field, three years of employment at an appropriate skill level within the last five years in the nominated occupation are required.



Qualification and employment criteria

Please refer to the diagram below for the assessment criteria.

GROUP A	Criteria for a positive Skills Assessment						
	Comparable Bachelor degree AQF level	With highly relevant major field of study	Additional highly relevant qualifications	Relevant employment duration**			
1		+		+	N/A	+	
2		+	No highly relevant major	+	 Minimum AQF Certificate IV (or CELTA) level with highly relevant major	+	
Pre-qualification methodology does not apply to Group A occupations							

** Highly relevant paid employment duration (20 hours or more per week):

1

one year of post-qualification paid employment (20 hours or more per week) highly relevant to the nominated occupation, at an appropriate skill level in the last five years before the date of application for a Skills Assessment.

2

minimum years of employment highly relevant to the nominated occupation, completed at an appropriate skill level in the five years before the date of application for a Skills Assessment.



Qualification

In order to meet the qualification requirement for this occupation, applicants must fulfil at least one of the following two (1-2) criteria:

1. AQF Bachelor degree or higher degree* in a highly relevant field of study.

*This includes qualifications assessed at AQF Bachelor, Master and Doctoral level.

Highly relevant major fields of study include:

- » TESOL
- » English as a Second/Additional Language Teaching

Suitable qualifications include, but are not limited to:

- » Bachelor of Education in TESOL
- » Master of TESOL

English as a Second Language Teaching is the study of theories, methods and practice of teaching English to those whose first language is other than English, including teaching children in school settings and teaching adults and children in other settings. Highly relevant fields of study would typically cover the following:

- » Teaching Methods / Second Language Teaching Methodology
- » Pedagogy for TESOL and EAL learners
- » Pedagogic Grammar / Grammar for Language Teachers
- » Language Curriculum and Assessment
- » Inter cultural Communication in Language Classrooms
- » Language Teaching in Practice
- » Professional Practice (supervised teaching)

Notes

- » Some wider studies in Applied Linguistics, such as Sociolinguistics, Discourse Analysis, Corpus Linguistics, and Conversation Analysis, may be considered on a case-by-case basis.
- » General studies in English Language and Literature, as well as studies in Translation, will not be assessed as highly relevant.

Applicants who meet this criterion (1) will be required to hold one year of employment at an appropriate skill level within the last 5 years in the nominated occupation.

2. AQF Bachelor degree or higher degree in any field of study, PLUS an additional suitable TESOL qualification, at least at AQF Certificate IV level (or a CELTA), which contains TESOL as a method.

Examples of suitable TESOL qualifications include:

- » Graduate Diploma in TESOL
- » Graduate Certificate in TESOL
- » Diploma in TESOL
- » Certificate IV in TESOL
- » Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA)
- » Other qualifications, which clearly focus on teaching English as a second/additional language, are no less than 100 contact hours (or equivalent in online/distance education programs), and include at least six hours practice teaching in TESOL, may be assessed on a case-by-case basis.

Applicants who meet this criterion (2) will be required to hold **three** years of employment at an appropriate skill level within the last 5 years in the nominated occupation.

Employment

Highly relevant tasks include, but are not limited to:

- » Assessing the extent of language difficulties in students for whom English is a second language;
- » Teaching students individually and in small groups out of the regular classroom, and assisting students within normal classroom settings;
- » Teaching students English language skills using a variety of methods including lecture and visual demonstration;
- » Providing assistance to other classroom teachers by designing special teaching programs for students with English language difficulties;
- » Designing and producing teaching materials and adapting existing materials;
- » Preparing course outlines and goals;
- » Assigning lessons, correcting homework, and preparing and grading exams;
- » Analysing, recording and reporting progress to regular classroom teachers, parents and students.

