

# Teaching in English in multilingual classrooms

---

An intensive 5-day train-the-trainer program to equip teachers with the skills to deliver transformative PD in their school in order to improve learning outcomes for multilingual students across all disciplines.



9 modules  
23 hours

Face-to-face or  
remote training

For all teachers, primary  
through to senior secondary

# Who is this program for?

---

The TEMC program is designed for **schools seeking to implement a whole-school and explicit approach** to literacy that strengthens teaching practice and improves learning outcomes for multilingual students across all disciplines.

TEMC is for **classroom teachers working with multilingual learners**. It is particularly suited to teachers who:

- teach multilingual students aged 8–18 years
- work in contexts where students are learning through a language that is not their primary language
- want to better understand how language impacts learning across all subject areas, not just English
- are seeking to improve the achievement outcomes for their multilingual students, not only in their classroom but in the whole school
- are seeking to advance their professional practice and career, including teachers looking to deepen their expertise in EAL, take on leadership roles, or contribute to whole-school language-informed teaching initiatives.

## Niamh Allen

Corporate Head of EAL, GEMS Education

---

“Even better than I had imagined. The impact this can have for the GEMS international schools is huge. So relevant and applicable immediately.”

## Ben Orford

Principal, Yeronga State High School

---

“TEMC has had a huge impact on our school. We know that by using TEMC, we’re doing best practice.”

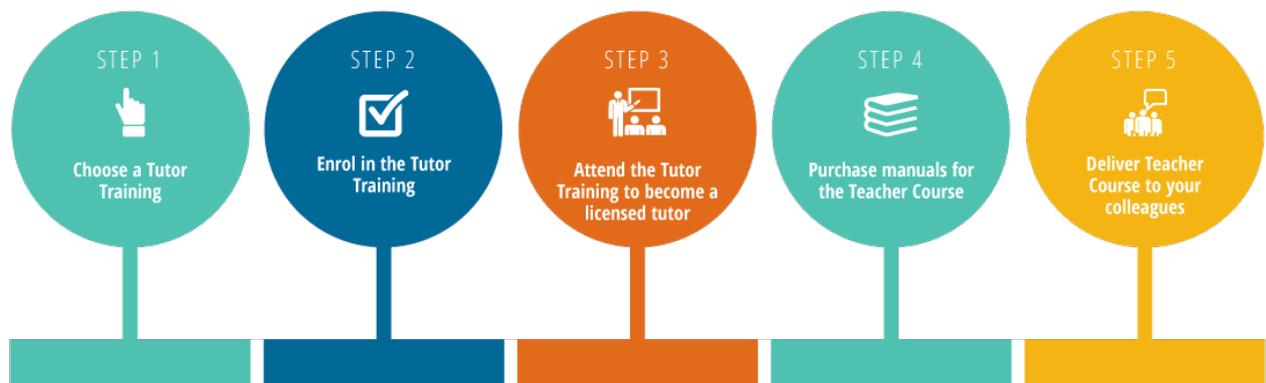


# How does it work?

When a teacher does a tutor course with Lexis Education, they not only learn the skills they need in the classroom, but they also learn how to be a Tutor for other teachers. This **train-the-trainer method** ensures that schools can roll out the course across their whole school and benefit from our professional development in a cost-effective way; one that creates **ongoing, in-house literacy expertise**.

Teachers attend a **Tutor Training** course to become Certified Tutors.

Once certified, they are fully qualified and licensed to deliver the **Teacher Course** in their schools and professional learning settings, upskilling as many educators as needed, as often as needed.



*Teachers attending a Tutor Training in Melbourne.*

# Why a whole-school approach?

---

- ✓ **Equitable outcomes**  
Built on the principle that language is deeply implicated in learning in all subjects, TEMC benefits all students.
- ✓ **Evidence-based, results-focused**  
TEMC transforms teacher practice and raises multilingual student achievement in diverse school settings.
- ✓ **Empowers leadership and sustainability**  
The train-the-trainer model produces in-house expertise that ensures a self-reinforcing PD cycle, reducing reliance on external presenters.
- ✓ **Cost-effective and scalable**  
After the initial investment, the PD model continues to benefit future cohorts at minimal cost.

## What will teachers gain?

---

In TEMC, teachers will develop a deeper understanding of:

- the language-related needs of students learning through a language that is not their primary language
- the ways in which language underpins all learning, regardless of subject area
- how literacy is a capacity for making meaning across the whole curriculum.
- use positive strategies for self-reflection and self-appraisal to strengthen their professional practice
- develop collaborative working relationships with teachers across subject areas
- share learning and leadership by supporting language-informed teaching practices across the whole school.

Teachers will also learn to:

- design and implement teaching practices that explicitly and holistically address students' language and learning needs
- build students' language and visual resources so they can access, engage with, and demonstrate learning across the curriculum
- By the end of the course, teachers will be able to:
  - confidently identify the language demands of your subject area
  - plan and teach lessons that improve learning for multilingual students
  - support students to use language and visuals effectively to show what they know
  - work collaboratively with colleagues to strengthen whole-school approaches to multilingual learning.



# Implementation overview

---

## Tutor Training (5 days)

Necessary to become a Certified Tutor, this is intensive face-to-face or remote (live via Zoom) training that equips Certified Tutors with pedagogical expertise and facilitation skills..

## Teacher course (23h)

Delivered by Certified Tutors, the Teacher Course includes group workshops, practical readings, and classroom-based activities. The course entails 23 hours of face-to-face learning.

## 9 Modules

Cover core concepts—including language as meaning making, scaffolding, comprehension and composition strategies, vocabulary development, writing support, listening and assessment, and establishing sustainable whole-school programming.

## Flexible Delivery

Remote or in-person options suit various contexts; modules can be adapted for primary or secondary contexts.

# What does it cost?

---

Pricing reflects the scope of a whole-school professional learning program designed for **sustained impact** over a number of years.

The cost of the TEMC Tutor Training (per Certified Tutor) is:

- Face-to-face, full fee: AUD 5,350
- Face-to-face, early bird: AUD 4,850
- Remote: AUD 4,850

GST will be added for participants based in Australia. The cost includes the training, certification, training materials and, where it is delivered face-to-face, lunches and refreshments on the training days. Other costs, such as for transport or accommodation, are not covered.

We do offer significant discounts for schools wanting to train more than 4 Certified Tutors.

[Download 2026 schedule of costs](#)



# The TEMC impact

---

## Stephen Morris

EAL Coordinator, British International School Ukraine



“

TEMC placed EAL as a core pillar of teaching that was the responsibility of everyone. The course created a common language and understanding of the needs of EAL students.

**It led to better support of EAL students in the classroom and outside of it.**

## Anne Evrat

EAL Teacher, Yeronga State High School

“

I really like the part of the course about nominal groups. I loved the way that you can see a pattern, and I went through a whole text picking out every nominal group, and I thought it was really great to show them the patterns.

**Then I saw a massive improvement in the students' ability to write.**



## Lois Warner Ph.D.

Assistant Director for Curriculum, International Academy Amman



“

The principals and I find this to be one of the most beneficial programs we have offered. As the director of PD at my school, I have been looking for this model (train-the-trainer) to fill as many of our needs as possible because I think it's so effective.

**The course has helped staff members feel more empowered in the classroom.**

# 5 benefits of training as a Tutor

---

## **1. Your school will be supporting its staff to implement evidence-based strategies to improve EAL students' reading and writing across all curriculum areas.**

During the training, your teacher will learn the language-related needs of EAL students and consolidate teaching practices that address students' language and learning needs in a holistic and explicit manner. Such strategies are anchored in evidence-based, academic research and have been shown to speed up students' literacy skills across the curriculum (Acevedo et al., 2023; Brisk, 2021; Humphrey, 2016).

## **2. Your school will have an expert and leader in multilingual learning on staff.**

By having a TEMC tutor on staff, you will be able to provide your school with sustainable, cost-effective and high-quality, in-house PD. It will also potentially provide in-house promotion opportunities for your staff, as many of our tutors have moved up to a 'Head of EAL' position following the training.

## **3. Your school will gain access to a global network of like-minded educators.**

By having a TEMC Tutor on your staff, you are joining a global community of hundreds of schools working in a variety of educational

contexts. Connections made between schools and teachers provide valuable opportunities for building educational networks.

## **4. Your school will encourage professional growth across all staff.**

After the Tutor Training, the Teacher Course is presented to your teachers by your school's TEMC Tutor. During both the Tutor Training Course and the Teacher Course, your teachers can expect a collaborative and engaging adult learning environment, where each teacher contributes to everyone's learning. During the Teacher Course, your teachers will be given the opportunity to implement strategies in their classroom, reflect on their own teaching practice, and consider how to enact whole-school change. Your school TEMC tutor will have ongoing access to our team of experts should they or your teachers need any assistance.

## **5. Your teachers are able to gain credits to use towards a tertiary degree.**

Many prestigious universities have provided credit for the completion of Lexis Education's TEMC Course, thereby providing a cost-effective way for teachers to further their study. This applies to TEMC Tutors and for teachers who complete the Teacher Course.

## Ready to lead transformative PD?

---

Get in touch to book a free consultation with one of our experts, so that we can better understand your context and needs: [info@lexised.com](mailto:info@lexised.com).

# TEMC modules content

---

## Module 1

### Working with multilingual students

- Discuss how to draw on the diversity of knowledge and experiences that students bring.
- Experience what is involved in learning another language to gain insight into the challenges for all students.
- Identify supportive teaching practices that are inclusive of all students.

## Module 2

### Language and literacy in teaching and learning

- Explore how we make meaning.
- Literacy and meaning-making
- Drawing out the literacy demands of curricula.

## Module 3

### The role of language in learning and scaffolding

- The language model underpinning the course.
- Scaffolding at three levels: macro-, meso- and micro-scaffolding.
- Cycles of teaching and learning for an integrated approach.

## Module 4

### Learning about language: supporting students to comprehend texts (part 1)

- Language choices along the Register continuum and the demands on students.
- Supporting students to comprehend and compose texts across schooling.
- The language patterns of simple Procedures and Recounts.
- The function of active and passive voice.
- The relationship between visuals and language of any text.
- Metalinguistic strategies that allow students to access texts.

## Module 5

### Learning about language: supporting students to comprehend texts (part 2)

- The role of different kinds of conjunctions.
- Cohesion of a text: the reference system and word chains.
- Practical ways to help students understand the causal relationships holding within a given text.
- Expressing how certain we are and how often some phenomenon occurs.

## Module 6

### Developing students' vocabulary

- Language resources for expressing content in fiction and non-fiction.
- Developing knowledge and vocabulary.
- Supporting students to express more abstract and technical meanings.

## Module 7

### Supporting writing

- Setting up the content of texts through guiding questions.
- Dictogloss: a strategy for supporting writing.
- Joining clauses to make longer stretches of text and varying sentence beginnings.

## Module 8

### Supporting listening and assessing language development

- Supporting students when they are listening to and viewing extended, dense texts.
- Evaluating language development in students on a continuum where language and learning are interdependent.

## Module 9

### Programming and assessing: setting up successful frameworks

- Understandings programming and assessment practices.
- Reflecting on teaching and learning programs using 'backward planning'.
- Evaluating how schools are addressing the needs of EAL students.
- Setting up of successful whole-school frameworks.

## CONTACT US

If you would like to discuss any aspect of the program, please contact the General Manager:

E: [info@lexised.com](mailto:info@lexised.com)

T: +61 432 233 383

W: [www.lexised.com](http://www.lexised.com)

## CONNECT WITH US



[lexis-education-pty-ltd](#)