**Primary Initial Teacher Education: Curriculum Plan**

**EAL: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

(Links to Disciplinary knowledge/ Professional Knowledge/ Pedagogical Knowledge)

**Curriculum Intent:**

The intent is for trainee teachers to **know** the main pedagogies, resources and assessment strategies that enable all pupils identified as having English as an Additional Language to access the curriculum. For them to **understand** that pupils with EAL are not a homogenous group, that they need specific support related to vocabulary, and their culture and home language should be celebrated in their classroom and school. The **impact** will be that all trainees will have the confidence to challenge any practices that may not support EAL provision.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)**  Lecture and seminar based | **Trainees will know:** | **Trainees will be able to:** |
| * Jim Cummins framework - context embedded, cognitively demanding LT4:1 | * Know which questions to ask the teacher about their practice and the rationale if they observe an EAL pupil in a lower ability group when on professional practice LH8:14 |
| * How to support CALP and BIC skills LT4:1 | * Adapt their teaching so that they can offer context embedded and cognitively demanding activities that support language acquisition LH4:16 |
| * EAL pupils may have a silent period LT2:6 | * Consider how to communicate and support with families with EAL LH8:14 |
| * Children with EAL are often interpreters for parents   LT8:4 |  |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * *That children need support with BICs and CALP skills to acquire English*   *By the end of this phase trainees will* ***understand:***   * How to adapt teaching to support children with EAL   *By the end of this phase trainees will* ***be able to:***   * *Recognise activities that are context embedded and cognitively demanding*   The composite knowledge is assessed through an online quiz (see link below) |
| * That there are misunderstandings about pupils with EAL for example learners have an additional need not special need LT3:4 |
| * EAL practice is simply good teaching. Students will reflect on good examples within sessions LT7:1 |
| * EAL learners are not a homogenous group LT1:1 LT7:1 |
| * How to explore oracy and literacy within the curriculum LT3:9 |
| * Working with parents is essential to a child’s language acquisition LT8:3 |
| * Vocabulary is key to acquiring a language and that there is productive and receptive vocabulary.   LT3:9 |
| **Phase 2**  **(**School-led – Professional Practice 1)  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know through discussion with the class teacher and mentor:** | **Trainees will be able to:** |
| * Why a classroom that has lots of discussion is essential for language development LT4:7 | * Plan for adaptive teaching especially with a language focus LH3:15 |
| * How to adapt standard teaching to focus on language acquisition LT3:9 | * Evaluate activities that encourage language development LH1:18 |
| * How to communicate with all parents LT8:3 |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:*** *how children develop language and literacy through talking, interaction with others and resources*  *By the end of this phase trainees will* ***understand:*** *that adapting teaching will benefit all pupils**including those with EAL*  *By the end of this phase trainees will be* ***able to:*** *plan and/or adapt planning in English for language development*  N.B. Focusing on EAL strategies may not be possible in a school that has little or no EAL and in such cases it is important for trainee teachers to discuss how all children develop language and literacy skills with Class teachers, Mentors and the Lead for Inclusion. |
| * That adaptive teaching is essential for pupils with EAL LT5:3 |
| * That teachers use a variety of approaches for language acquisition LT4:9 |
| * That drama and talk for writing are useful strategies for language development and literacy LT4:7 |
| **Phase 3**  (University-led)  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…*  ***Asynchronous session and Conference input*** | **Trainees will know:** | **Trainees will be able to:** |
| * That language 1 and language 2 are interdependent and review the Iceberg model LT4:1 | * Evaluate resources and activities that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces LH4:12 |
| * That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so this should be planned for LT4:7 | * Recognise the Hilary Hester 4 BEL stages of development LH6:12 |
| * Dual language books and visual aids support reading comprehension LT3:9 | * Plan for a vocabulary focus LH5:14 |
| * Various strategies a school and class teacher may use to support pupils with EAL LT4:3 |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * *The 4 stages of Language Acquisition*   *By the end of this phase trainees will* ***understand:***   * That vocabulary depth and breadth is essential for acquiring a language and this should be addressed at the planning stage   *By the end of this phase trainees will* ***be able to:***   * Plan for vocabulary depth in every subject that is essential for pupils with EAL   Students will complete the asynchronous content and include the reflections in their APD folder |
| * The stages of progression to language development related to Hilary Hester’s BEL stages   LT5:3 |
| * Group work and discussion is essential for language acquisition LT4:9 |
| * Having an EAL policy is important in all schools LH7:4 |
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| **Phase 4**  (School-led – Professional Practice 2 that is built on Phase 2)  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to adapt standard teaching to focus on language acquisition LT5:4 | * Potentially use the Hilary Hester BEL stages to identify the level of language acquisition a child has whether they are pupils with EAL or not LH7:14 |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *How to assess using the 4 stages of Language Acquisition*  *By the end of this phase trainees will* ***understand:***  *That it is essential to consider and plan for a vocabulary focus and language development*  *By the end of this phase trainees will* ***be able to:***  Plan for language focused activities  N.B. Focusing on EAL strategies may not be possible in a school that has little or no EAL and in such cases it is important for trainee teachers to discuss how all children develop language and literacy skills with Class teachers, Mentors and the Lead for Inclusion. |
| * That adaptive teaching is essential for all pupils but especially those with EAL LT5:5 |
| * That teachers use a variety of approaches for language acquisition LT3:9 |
| * That drama and talk for writing are useful strategies for language development and literacy LT3:9 |
| **Phase 5**  **(University-led)**  *\*Trainees will review and consolidate the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4.* | **Trainees will know:** | **Trainees will be able to:** |
| * The basic pedagogies that support pupils with EAL LT4:1 | * Review and audit what they do not know and will set targets   LH8:13 |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will revise and* ***know:***   * *Approaches a school and class teacher can take to support families with EAL and the pedagogies to support pupils*   *By the end of this phase trainees will revise and* ***understand:***   * That vocabulary depth and breadth with CALP and BIC foci are essential for acquiring a language and this should be addressed at the planning stage   *By the end of this phase trainees will* ***be able to:***   * *Plan and assess language development for pupils with EAL and consider suitable strategies for teaching and learning*     ***This will be implemented and evaluated via an online quiz and audit*** |
| * How we aim for additive bilingualism rather than subtractive bilingualism LT2:6 |
| * The importance of avoiding cultural appropriation LT1:2 |
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| **Key Literatures and resources that are addressed in the sessions** | The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  DfES (2006) *Ethnicity and Education evidence on Minority Ethnic pupils 5 - 16* <http://publications.teachernet.gov.uk/eOrderingDownload/DFES-0208-2006.pdf>  NASSEA  <http://www.nassea.org.uk>  National Subject Association for EAL  [www.naldic.org.uk](http://www.naldic.org.uk)  Padlet – resources, research and pedagogies with hyperlinks  <https://padlet.com/FS_edgehill/mqds0qxeoxzraj99>  Refugee Council Report (2008) *Beyond the school gates: supporting Refugees and asylum seekers in secondary schools*  <http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/inclusiveschools_may08.pdf>  Refugee council  <http://www.refugeecouncil.org.uk/>  Baker. C., 2007. *A Parents’ and Teachers’ guide to Bilingualism* 3rd edition. Clevedon: Multilingual matters Conteh. J., 2019. [The EAL Teaching Book: Promoting Success for Multilingual Learners (Primary Teaching Now)](https://www.amazon.co.uk/EAL-Teaching-Book-Promoting-Multilingual/dp/1526472678/ref=sr_1_1?crid=1WTAQILMNX5P&keywords=english+as+an+additional+language+conteh&qid=1644315199&s=books&sprefix=english+as+an+additional+language+conteh%2Cstripbooks%2C49&sr=1-1). London: Learning Matters Conteh. J., 2012. *Teaching Bilingual and EAL learners in Primary school.* London: Learning matters  Conteh, and Meier., 2014. *The Multilingual Turn in Languages Education: Opportunities and Challenges. New Perspectives on Language and Education.* London: Multilingual Matters  Cummins J., 2000. *Language, Power and Pedagogy.* Clevedon: Multilingual Matters Mistry, M and Sood, K., 2020*, Meeting the Needs of Young Children with English as an Additional Language: Research Informed Practice*. London: David Foulton PressWebster. M., 2011. *Creative activities and Ideas for teaching pupils with English as an Additional Language.* Exeter: Pearson Ltd | | |

Assessment – through the use of Google forms, Quizlet or Learning Edge Assessment tool