

TeachingEAL

Strategy for the development of the English as an additional language (EAL) workforce in schools.

An independent report commissioned by the Training and Development Agency for Schools





Introduction

Four priorities for the development of the EAL workforce in schools

The Training and Development Agency (TDA) has commissioned the Institute of Education, working with the Learning and Skills Network, to advise them on the development of a national school workforce strategy for EAL. This strategy sets out a vision for the next five years in which every EAL learner is supported in achieving their full potential, and every member of the teaching workforce is appropriately equipped to enable them to contribute in making this vision a reality.



Who is this strategy for?

The strategy is far-reaching, affecting all members of the teaching workforce across all key stages; those who have a classroom role (teaching and supporting learning), including EAL specialists and mainstream staff, as well as school leaders. It will have a significant impact on teacher training providers, quality assurance agencies and all those who support schools. Chief among these are Local Authorities, who already play a key role in EAL provision and will play a vital role in supporting the strategy and ensuring that it has maximum impact.

Context

TDA has identified that there is a need for policy and practice to change. The population of EAL learners in England has increased consistently in recent years and with it demand for different types of EAL provision linked to new patterns of immigration. According to NALDIC figures from the 2008 school census indicate that EAL pupil numbers rose by approximately 25% between 2004 and 2008 to stand at 824,380, while the number of specialists EAL/EMA teachers has increased by just 8% during the same period. These figures demonstrate the mismatch in the system between demand and the available specialist workforce. This discrepancy results in additional

pressures for the teaching workforce at all levels and undermines the principles of inclusion and equality of opportunity for EAL learners.

Underpinning Principles

- **Achievement**

The strategy is founded on the principle that support for language development across the curriculum will raise achievement for EAL learners. This forms the basis for all of the four key priorities identified, and actions to enable this have been identified under each priority.

- **Building Capacity**

Key priorities One and Two are particularly focussed on building the capacity of the schools workforce to support language development across the curriculum. This capacity building should be seen both in terms of an increase in the number of EAL specialists available and in terms of the contribution the strategy will make to enabling the whole school workforce to better support EAL learners.

Equality and diversity

The strategy embraces both the principle that every learner is entitled to equal opportunity to achieve and fully develop all his/her talents and potential, including those in other languages, and that different approaches are required for particular learner groups in order to make this possible. Those involved with EAL learners will be encouraged to take account of differing needs and talents and to develop the knowledge, understanding and skills which will equip them to do this effectively.

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EAL Pedagogy – good practice for all
The focus of the strategy on all members of the teaching workforce, rather than solely on those who might be identified as “EAL specialists” is further supported

by research which suggests that EAL pedagogy, founded as it is on the appropriate development of language skills, can benefit all children in a group of learners, not just those who are bilingual.

Challenging Deficit Models

This should not be a strategy being put in place to address a “problem”. It has ambitious goals; to support the language and curriculum learning of EAL learners at every level, including the most gifted and talented, across the breadth of the curriculum and throughout their school lives.

EAL Learners

The term “EAL learner” is used throughout the strategy to refer to learners at all levels of English language acquisition who have English as an additional language. (These learners are also commonly referred to as bilingual learners.) It should be noted that the term encompasses both those who are newly arrived, and who are new to English, and those more advanced bilingual learners who, can communicate confidently in English, but need further support with language use in academic contexts.



Key Priority One

Equip the non-specialist workforce to help EAL learners achieve their full potential

Why is this important?

Support for language development across the curriculum of EAL learners is the responsibility of all members of the school workforce, including senior and middle leaders, mainstream teachers and teaching assistants.

Who does this affect?

New and existing:

- EAL learners
- Senior and middle leaders
- Mainstream teachers
- Higher Level Teaching assistants (HLTAs)
- Teaching Assistants (TAs)
- Staff who work in early years settings

In addition to:

- Initial Teacher Training institutions
- Teacher Educators on Initial teacher training programmes
- Trainers of Teaching Assistants
- Trainers of those who work in early years settings

What is the aim of this priority?

The aim of this priority is to ensure that every member of the teaching workforce is equipped with a basic understanding of how to help EAL learners to develop their additional language skills across the curriculum and to make academic progress. The teaching workforce needs to know how to work with EAL specialists in order to do this, and to be aware of the expectations and boundaries of their own role and responsibilities.



What are the anticipated outcomes of this priority?

- Achievement of EAL learners raised across the curriculum.
- The additional language development across the curriculum of EAL learners within mainstream classes is effectively supported by all members of the school workforce.
- Senior and middle leaders are able to create optimum conditions for EAL learners to acquire the EAL skills they need to achieve their full potential.
- An understanding of the nature of EAL and the potential of EAL learners underpins the work of the whole school workforce.
- Teachers gain understanding and skills to help them to include a consideration of EAL learners in their classes within the whole learning cycle.
- Teachers develop understanding and skills to help them to work collaboratively with EAL specialists, HLTAs and TAs to help EAL learners to develop their additional language skills across the curriculum and to make academic progress.
- Higher level teaching assistants and teaching assistants work collaboratively with teachers and EAL specialists to help EAL learners achieve their full potential.

Benefits

For Leaders

- Participants on National Professional Qualification for Headship (NPQH) and other leadership development programmes will be able to access EAL training.

For teachers

- All newly trained teachers will be equipped to support EAL learners through more detailed attention to the EAL component of Q19 in Initial Teacher Training (ITT).
- Mainstream teachers will be better equipped - through ITT, Early Professional Development (EPD) and Continuing Professional Development (CPD) - to support EAL learners.

For support staff

- Teaching Assistants will be better equipped to support EAL learners through an increased emphasis on EAL in the National Occupational Standards for Supporting Teaching and Learning (NOS STL).

For schools

- Schools will be able to access training needs analysis offered by Local Authority (LA) EAL specialists. LA EAL specialists will provide ongoing support for the whole workforce.

Challenges

- Specialist EAL trainer capacity at all levels (see Key Priority Two).
- The development of qualifications and training programmes which focus on EAL pedagogies and reference both national and international research, using existing resources where possible.
- Consideration of the Children's Workforce Development Strategy, the Integrated Qualifications Framework (IQF), Performance Management arrangements and existing EPD and CPD guidelines.

Risks

- Initial Shortage of EAL specialist trainers within mainstream ITT providers
- Re-alignment of ITT programmes slow to take place within HEI validation cycles
- Competing agendas within EPD and CPD planning for teachers may detract from EAL focus

Communications strategy

- Stakeholder Engagement - key stakeholders will be consulted and informed, including:
 - ITT Providers
 - Awarding Bodies
 - Ofsted
 - Specialist EAL services within LAs
 - National Association for Language Development in the Curriculum (NALDIC)
 - National College for School Leadership
 - National Strategies (Secondary and Primary)
 - Children's Workforce Development Council
 - Social Partnership
- Wider Consultation on Strategy and Implementation Plan both online and at face to face consultation events will include stakeholder representation and the wider workforce, and will develop understanding of EAL and the strategy.
- Dissemination of strategy via a range of existing mechanisms including:
 - ITT Providers
 - Ofsted
 - LA and school networks
 - TDA website,
 - Professional Teacher Journal,
 - NALDIC,
 - National College for School Leadership,
 - Children's Workforce Development Council
 - Children's Workforce Network
 - Teaching Unions
 - Teachernet/Teachers' TV



Key Priority Two

Identify EAL specialist roles and equip all EAL specialists to enable EAL learners to achieve their full potential

Why is this important?

EAL specialists are needed in order to manage provision effectively, enable EAL learners to achieve their full potential and support non-specialist colleagues via team-teaching, mentoring and training activities.

What is the aim of this priority?

The aim of this priority is to ensure that those identified as EAL specialists (currently and in the future) are appropriately trained and qualified to support the language development across the curriculum of EAL learners.

Who does this affect?

New and existing:

- EAL learners
- EAL coordinators/organisers
- EAL specialist teachers
- EAL specialist Higher Level Teaching Assistants and Teaching assistants
- Bilingual teaching assistants
- LA specialist EAL advisors/consultants

In addition to:

- Awarding institutions offering qualifications for EAL specialist roles
- Initial Teacher training Institutions and Tutors
- Organisations offering EPD/CPD, including Masters in Teaching and Learning (MTL) and tutors/mentors
- Trainers of Teaching Assistants
- Trainers of those who work in early years settings
- Local Authorities and language services



What are the anticipated outcomes of this priority?

- Achievement of EAL learners raised across the curriculum.
- EAL learners at all levels receive specialist input and support in achieving their full potential.
- Non-specialist members of the school workforce are adequately supported in helping EAL learners to achieve their full potential.
- EAL specialists at each level are appropriately trained, recognised and rewarded.
- Where the need for occupational progression routes has been identified, training available to meet this need.
- Increase in the supply of EAL specialist teachers/advisers.
- Increase in the supply of EAL specialist trainers and mentors.
- Identification of pedagogies for EAL.

Benefits

- Clearly identified specialist roles will be mapped to existing Excellent Teacher (ET), Advanced Skills Teacher (AST) and Higher Level Teaching Assistant Standards (HLTA), with accompanying qualification and progression routes.
- New and existing EAL specialist teachers and TAs will receive appropriate (accredited) training, achieve recognition and appropriate specialist status.
- For mainstream teachers with Qualified Teacher Status (QTS) - routes to EAL specialisation will be available through EAL specialist qualifications and MTL.
- ITT – primary and secondary routes to EAL specialism will be available.
- Subject enhancement will enable new and existing EAL specialists to enhance their own knowledge and understanding of, and personal skills in the English language where necessary.

Challenges

- Specialist EAL trainer capacity at all levels.
- Programmes to train EAL trainers will need to be developed.
- The development of qualifications and training programmes which focus on EAL pedagogies and reference both national and international research, using existing resources where possible.
- Consideration of the Children's Workforce Development Strategy and the Integrated Qualifications Framework.
- Using Performance Management and existing EPD and CPD guidelines to enable implementation of the strategy.

Risks

- Initial shortage of EAL specialists at all levels.
- Specialist school workforce capacity may initially reduce as trainer and/or LA adviser capacity is grown.
- Recruitment practices may not encourage recognition of EAL specialist qualifications and roles.
- Successful implementation is tied to implementation of Key Priority Three.

Communications strategy

- Stakeholder Engagement - key stakeholders will be consulted and informed, including:
 - Specialist ITT Providers
 - Awarding bodies with EAL expertise
 - Ofsted
 - Specialist EAL services within LAs
 - NALDIC
 - National College for School Leadership
 - Children's Workforce Development Council
 - Social Partnership
- Wider Consultation on Strategy and Implementation Plan both online and at face to face consultation events will include stakeholder representation and the wider workforce, and will develop understanding of EAL and the strategy.
- Dissemination of strategy via a range of existing mechanisms including:
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Key Priority Three

Enable the best possible use to be made of EAL specialists and embed collaborative working practices so that all EAL learners have access to specialist support

Why is this important?

All EAL learners, wherever they are situated, and at whatever level, are entitled to equal opportunity for support for their language development across the curriculum. Changing working practices and expectations in schools is a critical factor in raising achievement.

What is the aim of this priority?

The aim of this priority is to secure an entitlement to EAL provision across schools, taking account of differing demand for EAL in rural and urban areas, and differences in communities of EAL learners across the UK.

Who does this affect?

- EAL learners
- Senior and middle leaders
- Mainstream teachers
- Higher Level Teaching assistants
- Teaching assistants
- Staff who work in early years settings
- All new and existing members of the teaching workforce across all key stages and in both urban and rural settings
- LA specialists EAL advisors/consultants
- School Improvement Partners

In addition to:

- Those currently responsible for organising EAL provision at LA and school level
- Those leading training for leadership and management in schools through NPQH



What are the anticipated outcomes of this priority?

- Achievement of EAL learners will be raised across the curriculum.
- All EAL learners will be able to access specialist support (either directly or indirectly), including those who are more isolated.
- Through School Federations, schools will be able to access support for learners on a shared basis.

Benefits

- Equality of access to support will be available for all EAL learners, whatever the setting and number of EAL learners in the school.
- A shift in practice towards collaborative working by all specialists and non-specialists will be facilitated.
- Teaching assistants will be equipped to work with other teaching and support staff to improve EAL provision in their school; line management and task management of TAs will facilitate this.
- LA EAL specialists will be available to run training needs analysis in schools and provide appropriate training.
- School improvement partners will be equipped with specialist knowledge of EAL to advise on school structures.

Challenges

- Changes require the leadership of the senior management team, and support from the school governing body.
- Some schools with no existing EAL specialist teachers will need access to such a teacher or to identify a teacher for development from within their existing workforce.
- Schools which currently use a TA, HLTA or SENCO to coordinate their EAL provision, will need to make changes to their organisational structure.
- Working practices across all roles in the school workforce may be subject to change.
- Responsibility for monitoring implementation of this priority needs to be identified at Local Authority and school level.
- Support mechanisms will need to be developed to maximise the successful implementation of the priority.

Risks

- Initial shortage of EAL specialists at all levels.
- Insufficient “levers” to ensure implementation of priority.
- Employment practices slow to change within five year scope of strategy.
- School change management capacity is prioritised into other strategies.

Communications strategy

- Stakeholder Engagement - key stakeholders will be consulted and informed, including:
 - National College for School Leadership
 - School governing bodies
 - School leaders and managers
 - Local authorities
 - Ofsted
 - School improvement partners
- Wider Consultation on Strategy and Implementation Plan both online and at face to face consultation events will include stakeholder representation and the wider workforce, and will develop understanding of EAL and the strategy.
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Key Priority Four

Ensure that EAL training and provision is monitored and evaluated effectively, and that it promotes improved outcomes for EAL learners

Why is this important?

All aspects of the five year strategy for the development of EAL for the school workforce will require close monitoring to ensure that implementation is effective and linked to improved opportunities for EAL learners to receive support for language development across the curriculum.

What is the aim of this priority?

The aim of this priority is to underpin the five year strategy for the development of EAL for the school workforce with effective quality assurance processes to ensure success. This will include appropriate ways to measure learners' progress in EAL.

Who does this affect?

- EAL learners
- The whole school workforce
- Awarding institutions offering qualifications for the teaching workforce
- Local Authorities
- School Improvement Partners
- Ofsted

What are the anticipated outcomes of this priority?

- Achievement of EAL learners raised across the curriculum.
- Quality of EAL provision and training, both specialist and non-specialist raised across the curriculum.
- EAL provision recognised within ITT providers' Self Evaluation Document (SED).
- Strengthened understanding of the importance of EAL within Q19.
- EAL priorities and schools' success in meeting them highlighted in Self Evaluation Forms (SEF).
- School Improvement Partners (SIPs) and Local Authorities assist schools in prioritising EAL.

Benefits

- Longitudinal studies systematically track impact of strategy on EAL learner achievement over the next five years.
- EAL specialist training developed to equip Ofsted inspectors, School improvement partners and school governors to ensure the quality of EAL provision.
- Work with Ofsted ensures a tighter focus on EAL within Standard Q19 in ITT inspections.
- SEF and SED will trigger reflection on EAL provision.
- Thematic review of EAL in schools and in ITT will inform School Improvement.



Challenges

- Working with OFSTED inspectors to identify how inspection of the EAL requirement of Standard Q19 could ensure better coverage of the standard within ITT.
- Collaborative working between TDA, ITT providers and OFSTED inspectors to identify examples of successful coverage of the EAL requirement in Standard Q19.
- SIPs will need to prioritise EAL to secure sufficient impact on teaching and learning.

Risks

- The quality of EAL training and provision may not be perceived as an important indicator of overall quality by those who have responsibility for quality improvement.
- Established inspection cycles will necessitate staged monitoring of the standard of EAL training and provision across the whole ITT and schools sector.

Communications strategy

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Notes



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