

National audit of English as an additional language training and development provision

Audit Findings

2014

Background

Audit returns covered over 100 training courses which took place in 2011-12

- 4844 training participants from across the existing school workforce and more than 1000 trainee teachers
 - 47% of participants were identified as class or subject teachers
 - 11% were classified as teaching support staff
 - 5% school leaders and managers
 - 11% as EAL specialist teachers
 - 3% as non-teaching support staff

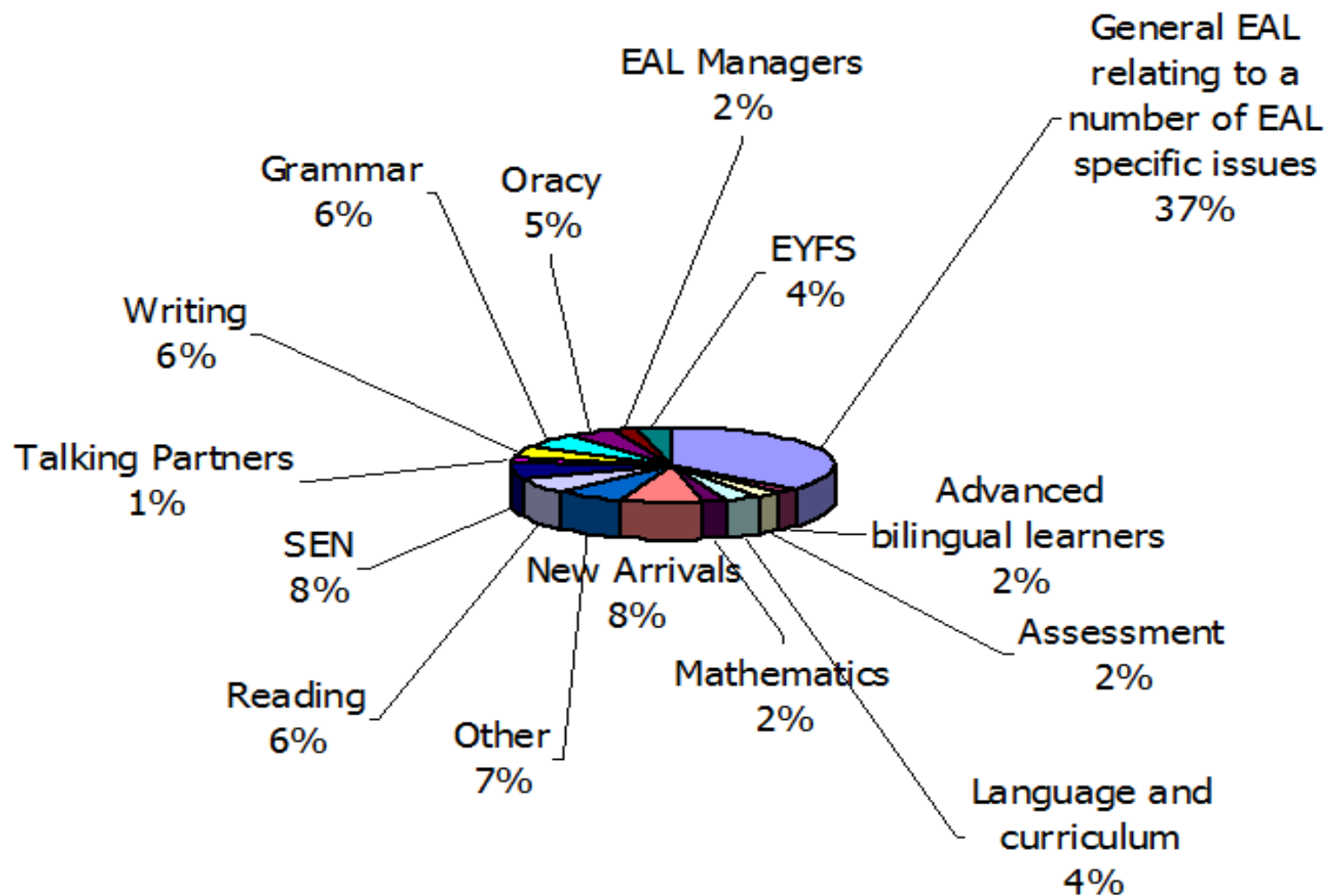
Findings

- EAL CPD and vocational training remains patchy, despite the increase in the numbers of pupils learning EAL since 2004
- high level of variation between the training available to staff in different LAs and regions, and limited differentiated training for groups of staff at different stages of their careers.
- high quality, relevant CPD and vocational training on EAL for mainstream and specialist staff across the school workforce is not yet consistently accessible nationally

- a richly diverse range of EAL CPD and vocational training providers including
 - local authorities
 - HEI and FE providers
 - schools or academy chains
 - professional associations
 - independent/freelance trainers
 - private providers
- fewer local authorities responded to this survey compared to 2009 however local authorities remain the largest EAL training provider.

- the most popular model of EAL CPD and in-service training was a one-day or half day course covering a range of EAL issues.
- participant responses suggest that there is a significant unmet demand for EAL training and CPD which is highly specific and closely related to individuals' working context
- this context includes the type of school, type of EAL learner and type of teaching work the participant is involved in.

Breakdown of EAL specific issue training



- only 31% of training offered was sustained over a term or longer and only 12% was accredited.
- few courses are available to mainstream and specialist teachers and other staff wishing to specialise in EAL or to extend their knowledge in this area.
- accredited courses which relate to EAL for teachers and other staff were identified in 27 HEIs and included:
 - Advanced Certificate
 - PG Certificate
 - PG Diploma
 - Masters level courses for teachers delivered in a variety of modes and at various credit levels.

- in some courses, EAL or associated content was an optional module, in others, all course content related to EAL
- courses for teaching assistants and HLTAs include:
 - HE Certificate,
 - Professional Qualification for Teaching Assistants
 - Foundation Degrees with optional EAL modules
- in the absence of a nationally consistent framework, the content and credit level of such courses are variable

- there are significant barriers to individuals and schools gaining access to useful information about the content, quality and applicability of training and CPD courses
- most HEI course information is publicly available but it is not always clear whether the content is applicable to staff working with linguistically diverse pupils in a UK school setting
- information relating to LA led CPD and training is not routinely available on public access websites
- The varying credit and qualification levels are confusing for potential participants

Recommendations

- (re-)introduction of teacher training at all levels, from initial to more advanced and specialised EAL professional development
- differentiated training, enabling teachers to respond to learners' language learning needs and diverse contexts of learning
- wider availability of and access to training for teachers and other educational practitioners
- more opportunities for accredited training to encourage teachers to develop a professional specialism in EAL
- greater public scrutiny of the educational claims and quality of training programmes.