

The national audit of English as an additional language training and development provision

**Report
October 2014**

Contents page

Contents	P2
Introduction	P3
Executive Summary	P5
Audit	
Background	P7
Scope	P12
Methodology	P13
Findings	
Survey findings	P16
Survey of Current Postgraduate Qualifications in Teaching EAL	P25
Post-questionnaire follow-up telephone interviews	P29
Recommendations	P34
References	P35
Appendix	P37

Introduction

1. The increase in the number of pupils learning English as an Additional Language (EAL), most particularly since 2004, has led to an increased interest in the development of specialist and non-specialist EAL teaching skills and qualifications. While overall pupil numbers are falling, the number of EAL learners in the primary and secondary sectors is increasing. There are now well over one million EAL learners in schools in England, Wales, Scotland and Northern Ireland who speak in excess of 360 languages between them in addition to English. Currently there are 1,061,010 bilingual 5-16 year olds in English schools, 29,532 in Scotland, 10,357 'newcomer' pupils in Northern Ireland and 31,132 EAL learners in Wales.
2. These demographic changes have clear implications for schools and teacher development now and for the foreseeable future, particularly in an era of change with an increasing diversity in school provision and encouragement (in England) of school autonomy and competition.
3. In May 2008, EAL was recognised as a national priority within the work of the Training and Development Agency for Schools (TDA). The 2008–09 remit letter from the Department for Children Schools and Families (DCSF, 2008) identified EAL initial teacher training (ITT) and continued professional development (CPD) for the school workforce¹ as a new national priority:

Recognising the increasing significance of EAL support for children and young people, the Agency should take forward work within the integrated qualifications framework to develop a pathway of qualifications for teachers and support staff to provide leadership in effective EAL teaching and learning.

4. In September 2008, the Agency awarded the contract for a 5 year Strategy for the development of English as an additional language to the Institute of Education. The Agency commissioned the National Association for Language Development in the Curriculum (NALDIC) to undertake a national audit of EAL training and professional development provision as the first step in this strategy. The objective of this audit was to provide the Agency and other policy makers with an up-to-date and accurate overview of current EAL training provision nationally and to explore regional variation in availability and take up of accredited and non-accredited training and CPD.
5. The National Audit of English as an additional language training and development provision was published in January 2009. The audit, which included information about over 200 courses involving over 11,000 staff found considerable diversity in the available provision. It reported that there was a high level of variation between the training available to staff in different local authorities (LAs) and different regions and limited differentiated training for

¹ In this report, the school workforce includes head teachers and other managers, teachers, teaching support staff and non classroom-based support staff

groups of staff at different stages of their careers. There was very limited provision for EAL early professional development (EPD) and some evidence that the absence of nationally agreed content areas had led to CPD and vocational provision that was reactive rather than progressive, and to development issues being displaced by short term foci. Only 12% of the training was accredited, and only a quarter was sustained over a term or longer. The major gap identified by survey respondents was sustained and accredited CPD for EAL specialists and coordinators. The audit's authors concluded that high quality, relevant CPD and vocational training on EAL issues for mainstream and specialist staff across the school workforce was not yet consistently available nationally.

6. Following the change in national government in 2010, significant changes took place in the educational landscape in England. Progress in developing and implementing the Agency's 5 year Strategy for the development of EAL stalled and limited outcomes from the project were made publicly available.
7. The change in government also saw policy changes including the end of a number of initiatives such as the National Strategies and the Primary National Strategy in particular which had previously supported the development of practitioner knowledge, understanding and skills.
8. As a result of the Department of Education's arm's length bodies (ALB) reform programme, the remit of the Agency was subsequently re-considered. The Teaching Agency (TA) was established as an Executive Agency of the Department for Education on 1 April 2012. It merged with the National College for School Leadership to form a new agency on 1 April 2013. The new agency is to focus on promoting high quality teaching and leadership. It is not clear whether this body has a focus on EAL.
9. The new revised curriculum guidance for England to come into effect from September 2014 makes little mention of EAL. The following statements appear in the documents for both the primary and secondary curriculum
 - 4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
 - 4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Department for Education (2013) *The National Curriculum in England Key Stages 1 and 2 framework document* DFE-00178-2013 p7

There is no accompanying information regarding EAL curriculum provision (either statutory or non-statutory).

10. New teachers' standards, which apply to all teachers in England, were also developed and came into force in September 2012. These included a welcome reference to EAL. They stated that teachers should '*Adapt teaching to respond to the strengths and needs of all pupils*'. They must '*have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; **those with English as an additional language**; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them*' (Standard 5).
11. In the period since the publication of the original national audit in 2009, the changes in the educational landscape have impacted adversely on central and local government funding mechanisms with respect to EAL and EMA (Ethnic Minority Achievement). Specific and dedicated funding for EMA and EAL was previously made available by the national government to local authorities most of whom used part of the funding to maintain central support and advisory services and training for school staff. Dedicated funding is no longer available and many local authorities have disbanded their central services. As a result local specialist sources of support and training are no longer available in many areas of the country. This has severe implications for the learning, inclusion and achievement of EAL learners: implications that are already evident in practice.
12. Increasing numbers of EAL-bilingual pupils, funding cuts and lack of specific guidance and initiatives, together with research and evidence from surveys of practice clearly show that there is a real and pressing need for adequate and appropriate training for school based staff, especially in meeting the needs of children and young people who are new to English. There is no evidence that central government has any plans to make provision for training and this vacuum clearly needs to be filled.
13. As the national subject association for EAL, NALDIC determined to undertake a second national audit of EAL training and professional development provision. The objective of the audit is to provide policy makers and educationalists with an up-to-date overview of current EAL training and professional development provision.

Executive Summary

14. The survey returns from 45 institutional bodies and individuals included details of over 100 training courses which took place in 2011-12 and involved 4844 participants from across the school workforce. Information was also collected on EAL training provided to more than 1000 trainee teachers. Overall, 47% of participants were identified as class or subject teachers which is a significant increase in percentage terms on the 2009 audit. 11% were classified as teaching support staff, 5% as school leaders and managers, 11% as EAL specialist teachers and 3% as non-teaching support staff.

15. There are a wide range of EAL CPD and vocational training providers including local authorities, HEI and FE providers, schools or academy chains, professional associations, independent/freelance trainers and private providers. The range of respondents reflected the diversified nature of educational professional development/training provision which has developed since 2010. Whilst 56 local authorities responded to the 2009 survey request, only 13 responded to this survey. However local authorities remain the largest EAL training provider.
16. 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 audit 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.
17. Survey results indicate that only 31% of training offered was sustained over a term or longer and only 12% was accredited. Accredited EPD and CPD courses are thus in short supply. 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. These included Advanced Cert, PG Cert, PG Dip and M 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. For teaching assistants and HLTAs, the courses include: HE Certificate, Professional Qualification for Teaching Assistants; and Foundation Degrees with optional EAL modules. In the absence of a nationally consistent framework, the content and credit level of such courses are variable. A number of FE institutions offer optional EAL units within NVQ NOS/NOSTL at Level 2 and 3 although this very new qualification is not yet attracting significant numbers of entrants.
18. There are significant barriers to individuals and schools gaining access to useful information about the content, quality and applicability of training and CPD courses. Although most HEI course information is posted on the web, it is not always clear whether the content is applicable to staff working with linguistically diverse pupils in England. In addition, information relating to LA led CPD and training is not routinely available on public access websites. For example, courses taught or accredited through LA collaborations with HEIs were rarely included within the course information made publicly available. A further barrier for potential participants is making sense of the varying credit and qualification levels.
19. Overall the picture regarding EAL CPD and vocational training is patchy. There is a high level of variation between the training available to staff in different local authorities and different regions and a limited differentiated training for groups of staff at different stages of their careers. This means that high quality, relevant CPD and vocational training on EAL issues for

mainstream and specialist staff across the school workforce is not yet consistently accessible nationally.

Audit

Background

Until 1999, post-qualificatory training of the school workforce in respect of EAL was funded largely by the Home Office, through Section 11 grant funding. In 1999, this funding was replaced by the DfEE Ethnic Minority Achievement Grant (EMAG). This grant was distributed to LAs on a formula basis. The EMA grant was intended to (i) allow LA strategic managers and schools to bring about whole school change in narrowing achievement gaps for Black and minority ethnic pupils; and (ii) cover some of the costs of the additional support to meet the specific needs of bilingual learners and underachieving pupils. Approved grant funded activity included the local provision of EAL training and professional development.

This funding was extended over a number of years and until 2011, whilst each LA was required to devolve the bulk of this funding to school, there was provision to hold back a proportion to fund directly employed teaching staff and to finance other activities, including training and professional development. The 2009 national audit found that all responding local authorities provided EAL professional development and that almost all of this training was free to participants. There were two notable exceptions. Firstly, where a local authority was managed by a private company, all training was charged. Secondly, where training was accredited, training was charged.

In 2011, despite significant opposition, the Ethnic Minority Achievement Grant was mainstreamed into the Direct Schools Grant (DSG) and schools were allowed complete freedom over its use. This ended the requirement on schools to ensure that the funding is allocated to supporting the needs of black and minority ethnic or EAL learners.

Under a new school funding framework which came into force on April 1 2013, an 'EAL' factor can be included in local funding formulae for schools but this factor is limited to bilingual pupils who have been enrolled in English schools for a maximum of 3 years. Local schools are allowed to 'de-delegate' LA maintained school funds to finance central services but any provision of EAL professional development under such arrangements is a local decision. In contrast to the requirement on schools to account for their use of pupil premium funding annually, under this new system, there is no accountability mechanism regarding schools' use of funding for EAL pupils.

Schools receive these allocations at the beginning of the financial year (April). Obviously those children coming in to the system post the October census are not covered and schools have to wait over a year to receive money for that particular group of children. Children must be of compulsory school age so several children in a reception class new to English would not be allocated funding, the value of which

is £505 for each primary aged EAL learner and £1,216 for each secondary aged EAL learner. Again no accountability mechanism is proposed.

Since 1999, policy initiatives have focused on strengthening mainstream provision for learners of EAL at institutional and classroom level. This is reflected in the DfES consultation document, 'Aiming High: Raising the Achievement of Minority Ethnic Pupils' (2003) and subsequent 'Aiming High' initiatives. The introduction of EMAG was evaluated by Ofsted in *Managing Support for the Attainment of Pupils from Minority Ethnic Groups* published in 2001. The report drew on a range of evidence on the impact of the new grant on training opportunities, but direct evaluation of training events was not undertaken.

A subsequent Ofsted survey *Support for minority ethnic achievement: continuing professional development* (2002) was set up to explore the range, quality and impact of in-service training on teachers' performance and professional development. This evaluated EMAG funded training events and provision in ten rural and urban LAs. The report found that the majority of school and centre-based courses were short, stand-alone events and that there had been a sharp decline in the number of long-term accredited courses. The report concluded that the picture of CPD was '*one of wide-ranging and good-quality professional development provision, but provision that does not meet one of the most urgent training needs in this area, namely for more specialists*'.

A DfES funded research project in 2000 *The EAL teacher: Descriptors of Good Practice* (Franson et al, 2002) included some data collection in relation to higher education institutions' (HEI) accredited training for teachers, and developed some descriptors of effective EAL specialist practice. This report concluded that there was a need for a national qualifications framework and consistency across the sector. This was followed, in 2004, by a joint NUT/NALDIC statement which called for: a costed audit of need based on defined standards; a career structure which enhances professional status, offers adequate opportunities for advancement and ensures improved recruitment and retention; and adequate new funding to put in place accredited CPD programmes to meet different needs and at all levels, including a major accredited rolling programme of training for mainstream teachers and courses for specialist teachers at both Diploma and MA levels (NUT/ NALDIC 2004).

In March 2003, the DfES carried out an audit of all existing LA EAL training provision as part of a planned EAL strategy development programme '*to develop a strategy for training specialist and mainstream teachers and other practitioners to a nationally consistent level*'. The results of this audit were not published but a number of strands of work followed. For example, in 2003, the DfES made a small grant to four HEIs working in partnership with one or more LAs to provide training for specialist teachers and TAs in EAL. The intention of the grant was to '*arrest the decline in opportunities to gain accreditation in this field*'. The subsequent evaluation indicated that there was more work to be done to build links between EPD, CPD and participant teachers' practice in schools and to clarify and align the accreditation of such courses within the occupational standards framework (Ofsted, 2006).

The National Primary Strategy also began a strand of work, which included EAL specific training and professional development, particularly for mainstream teachers.

This began with a pilot in 21 authorities with '*a relatively high proportion of pupils learning EAL and evidence of underachievement in individual schools and/or amongst pupils from particular ethnic groups*'. (Lancashire, Bradford, Kirklees, Sandwell, Newcastle, Manchester, Bristol, Birmingham, Leicester City, Luton, Hertfordshire, Slough, Surrey, Ealing, Brent, Redbridge, Hackney, Haringey, Lambeth, Newham and Tower Hamlets). The cost of the project was met jointly by the Pupil Standards Division and the Ethnic Minority Achievement Project and included a programme of training and support for mainstream staff to improve their competence and confidence in meeting the needs of bilingual learners to build capacity at individual school level. This produced, for example, *Learning and Teaching for Bilingual Children in the Primary Years* (DfES, 2006a), which is a framework for EAL CPD for mainstream teachers. This was followed by projects such as the nomination of leading teachers within participating LAs and, more recently, a focus on disseminating information and materials regarding newly arrived EAL learners (NAEP) and work on a secondary strand. The evaluations of the EAL primary pilot (DfES, 2006 and DCSF, 2007) suggested that the pilot programme had had some impact on the achievement of both bilingual and monolingual pupils in participating schools and that the qualitative impact was very closely related to the quality of support provided by individual LA consultants. In 2006, a number of participating authorities were invited to become EAL 'hubs' which were given responsibility for informing other LAs of training initiatives and materials.

Alongside this work, the TDA had also taken steps to enhance the training and development of support staff. For example, the TDA produced a revised version of the 2002 DfES EAL induction training module for TAs and an introductory training module for non classroom-based support staff. Additionally, new national occupational standards for supporting teaching and learning in schools (NOS STL) for TAs were introduced. These included a specialist strand related to bilingual TAs. The TDA also produced materials that further exemplify the NOS STL for those working with EAL and bilingual learners (TDA, 2007).

In September 2008, the TDA awarded the contract for a 5 year Strategy for the development of English as an additional language to the Institute of Education, London. Work included the publication of: Strategy for the development of the EAL workforce in schools with four priorities – supporting evidence; Review of research in English as an Additional Language (EAL); English as an Additional Language (EAL) provision in schools – 10 case studies.

The four priorities developed by the Institute of Education on behalf of the TDA were to:

- equip the non-specialist workforce to help EAL learners achieve their full potential
- identify EAL specialist roles and equip all EAL specialists to enable EAL learners to achieve their full potential
- 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

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

The 2010 change in government and accompanying policy shift meant that very limited progress was made towards these four priorities and the 5 year EAL initiative was curtailed.

At the same time as the five year EAL strategy, the TDA commissioned NALDIC to undertake a national audit of EAL training and professional development provision. The objective of this audit was to provide the Agency and other policy makers with an up-to-date and accurate overview of current EAL training provision nationally and to explore regional variation in availability and take up of accredited and non-accredited training and CPD.

The National Audit of English as an Additional Language training and development provision was published in January 2009. The audit, which included information about over 200 courses involving over 11,000 staff found an inconsistent picture. It reported that there was a high level of variation between the training available to staff in different local authorities and different regions and limited differentiated training for groups of staff at different stages of their careers. There was very limited provision for EAL early professional development and some evidence that the absence of nationally agreed content areas had led to CPD and vocational provision that is reactive rather than progressive, and to development issues being displaced by short-term foci. Only 12% of the training was accredited, and only a quarter was sustained over a term or longer. The major gap identified by survey respondents was sustained and accredited CPD for EAL specialists and coordinators. The audit's authors concluded that high quality, relevant CPD and vocational training on EAL issues for mainstream and specialist staff across the school workforce was not yet consistently accessible nationally.

The most recent survey (2013) indicated that NQTs' perceptions of their preparation to work with EAL learners have improved strongly in the intervening years. In 2013, 58% of primary NQTs felt their training was good or very good in this respect as did 61% of secondary trainees. However, the ratings remain lower than for many other questions surveyed. Efforts by the agency, various DfES publications and events organized by NALDIC and NASSEA, as well as initial teacher training providers, have helped to raise professional consciousness which has resulted in improvement.

Figure 13 Primary: How good was your training in preparing you to teach pupils with English as an additional language?

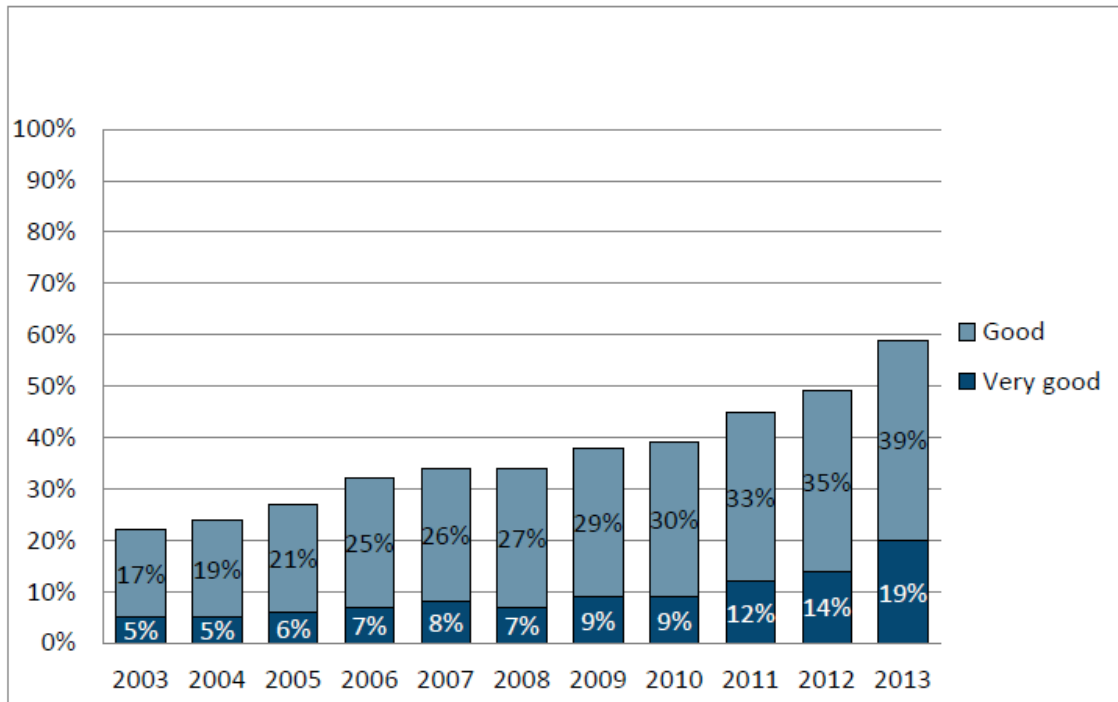
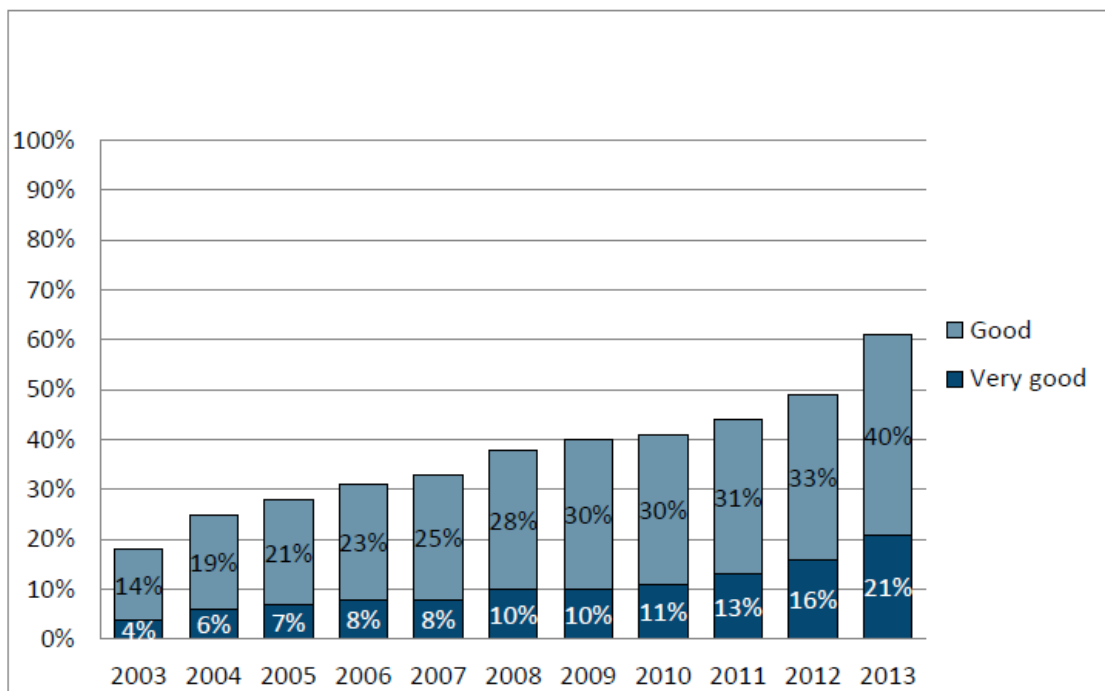


Figure 26 Secondary: How good was your training in preparing you to teach pupils with English as an additional language?



Department for Education 2013 *Newly Qualified Teachers: Annual Survey 2013, Sector level summary, Research Report November 2013* DFE RR306

As noted in the introduction to this paper, the national subject association for EAL, NALDIC determined to undertake a second national audit of EAL training and professional development provision to be published jointly with the Bell Foundation. The objective of this audit is to provide policy makers and educationalists with an up-to-date overview of current EAL training and professional development provision.

2012-13 Audit Survey - Scope

The audit took place from December 2012 to April 2013. In order to arrive at a clear picture of provision, the training providers, participants and scope of training to be investigated as part of this audit were specified as outlined below.

Training providers and courses

The audit investigated:

- all accredited and non-accredited training provided through individual, regional and national training providers including LAs across Government office regions, as well as private providers of EAL training.

Training participants

Participants of audited courses in the survey included school leaders; teachers (both specialists and mainstream non-specialist staff); support staff (including specialist TAs, specialist bilingual TAs, non-specialist TAs, HLTAs and non classroom-based support staff). The extent of take-up by these groups of staff was audited through an open survey. Within the survey, respondents were asked to specify which of these staff groups their training was aimed at and to provide numbers of participating staff, broken down by these broad categories.

Scope of training

The audit survey included training and development related to EAL teaching and learning for the school workforce in England and specifically excluded both ITT and accredited and non-accredited CPD and vocational training related to:

- ESOL (English for Speakers of Other Languages) primarily aimed at adult learners, and
- EFL (English as a Foreign Language) primarily aimed at learners encountering English in a non-English speaking setting, i.e. overseas.

Recognising that EAL training was historically EMAG funded and followed national policy which promoted a conceptualisation of EAL as an aspect of ethnic minority achievement rather than as a subject in its own right, it was expected that a

significant section of training would address EAL issues as part of ethnic minority and other achievement issues more generally. The audit team therefore encouraged respondents to provide information on courses in the following terms – *‘Please include all programmes that address EAL pupils’ learning needs. These may have titles associated with EAL, bilingual pupils, multicultural education and/or ethnic minority achievement. Please also include courses that have an element of EAL training within them, for example, induction courses for new staff.* Following the data collection, responses were then analysed by theme. In addition, information was collected on the length of such training to help differentiate between tangentially related one-off events and more extensive and extended training and development regarding EAL teaching and learning.

Methodology

The audit survey included: an open questionnaire survey for providers and recipients of CPD, a web based information search to identify relevant academic, professional development and other training provision; follow-up interviews with a sample of respondents across the country.

Phase 1

Initial Data collection

The audit took place between December 2012 and April 2013. The intention was to carry out two questionnaire surveys: the first of providers of EAL CPD and the second of participants. The survey questions were based on those used in the 2009 survey with minor amendments. The questionnaires asked for information about all types of professional development and training provision that respondents considered related to EAL teaching and learning, for all recognised levels of the workforce in statutory school education. They were designed to elicit information about the content of programmes/courses and expected outcomes together with factual information about type of programme, mode of presentation, location, length and timings, fees, accreditation and whether a programme was delivered in partnership with another organisation.

One significant change from the 2009 audit was that EAL professional development opportunities for trainee teachers were included in the initial data collection. This group had previously been excluded at the request of the TDA. Due to the changing nature of the educational landscape where a higher proportion of trainee teachers are trained ‘on the job’, it was considered essential to include this group in the second audit.

The online questionnaires were posted on the NALDIC website in December 2012 with a completion date of February 2013 and members were invited to respond individually and/or on behalf of organisations. For the previous survey we had been able to draw on TDA contacts in each Local Authority and a paper copy of the questionnaire as well as an electronic copy had been sent out, but this was not a possible strategy for the current survey. The central services and reduction in

staffing at Local Authority level meant that only a few Local Authorities had a named individual responsible for EAL.

The response to the initial survey call was very poor and reminders were sent out through NALDIC networks and contacts and the response deadline was extended to the end of April 2013. This increased the number of respondents, but only slightly. A concerted effort was made to contact Local Authorities to ascertain whether they still had a named individual or service who were involved in EAL CPD. However, this period was a time of considerable change for individuals and services with many services being disbanded and individuals being made redundant. Where services continued to exist, many were going through a period of reduction in staffing, changes to their roles and/or terms of condition and changes in their funding. It became apparent that many found it difficult to respond to the survey questions because of their employment circumstances and that the types of EAL CPD they were carrying out or participating in had changed.

The introduction of Service Level Agreements (SLAs) where schools agreed for some funding to be held centrally so that central services could still be available for schools, free or at minimal cost was a common feature. Other local authority service level agreements effectively traded specialist services to cover costs and become cost neutral. A number of former local Authority funded services had reformed as private trading companies. For many local Authorities and individuals this was (and continues to be) a period of change and uncertainty and it is proving difficult to keep information up-to-date.

In total 105 survey responses were received, 66 from providers of EAL CPD and 39 from CPD participants. The survey base was therefore 50% smaller than the survey which informed the 2008 report.

In addition, an internet search revealed a number of relevant academic and professional training provision. The results of this are not intended to be exhaustive, but offer evidence of the range of provision that is available.

Phase 2

Follow-up interviews

The information collected through the questionnaire survey and web search was collated and codified. Follow up telephone interviews were conducted with the majority of those who had responded to the provider questionnaire survey and those who had emailed to express their willingness to share information but found it difficult to complete the on-line survey. Eighteen interviews were carried out. These respondents were divided into 5 groups:

- Local Authority provision (9)
- Professional organisations/associations (1)
- EAL specialist teachers (2)
- Independent freelance consultants (2)
- Private training providers (4)

Interviewees were asked to supplement the information asked for in the questionnaires and to provide further details. Interviews were conducted by 5 researchers. Detailed notes were kept on the follow up interviews, which were then transcribed and used to assist with content analysis. Analysis was then carried out in terms of the interview responses (see appendix). Pseudonyms were used for each of the participants.

Phase 3

Analysis, interpretation and writing-up

In order to produce a report that reflects the context, an analysis of the data was carried out. The researchers were responsible for analysing, interpreting the data, and writing a final report. The data collection and compilation used appropriate quantitative computer software to aid analysis and reporting. Descriptive statistical techniques were used where appropriate to summarise and to present findings. The follow-up interview data was also analysed using content analysis techniques. The findings drawn from the interview data are presented, as far as possible, using terms deployed by the respondents. Where there were ambiguities, narrative accounts are provided to contextualise and to make meaning explicit.

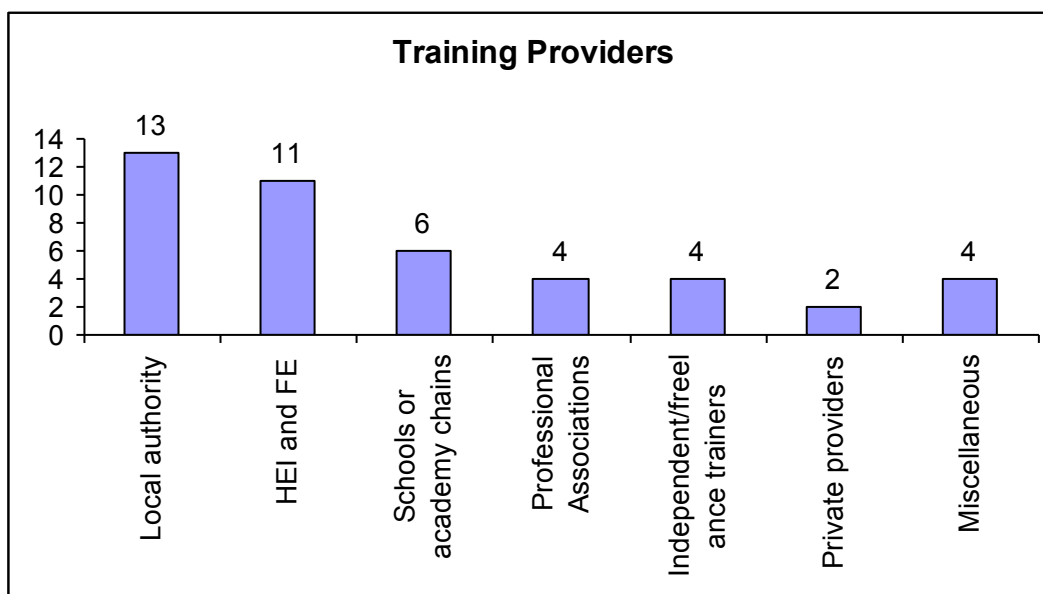
Findings

Survey findings – Training Providers

Training providers

45 different institutional bodies/individuals responded to the training provider survey request. The range of respondents reflected the diversified nature of educational professional development/training provision which has developed since 2010. Whilst 56 local authorities responded to the 2009 survey request, only 13 responded to this survey. However the number of responses from other institutions involved in training and professional development was significantly greater than in 2009. This included 11 HEI and FE providers of EAL CPD and vocational training, 6 schools or academy chains, 4 professional associations, 4 independent/freelance trainers, 2 private providers and 4 miscellaneous respondents. Local authorities continue to be the dominant provider in the field, particularly when training for trainee teachers is removed from the equation.

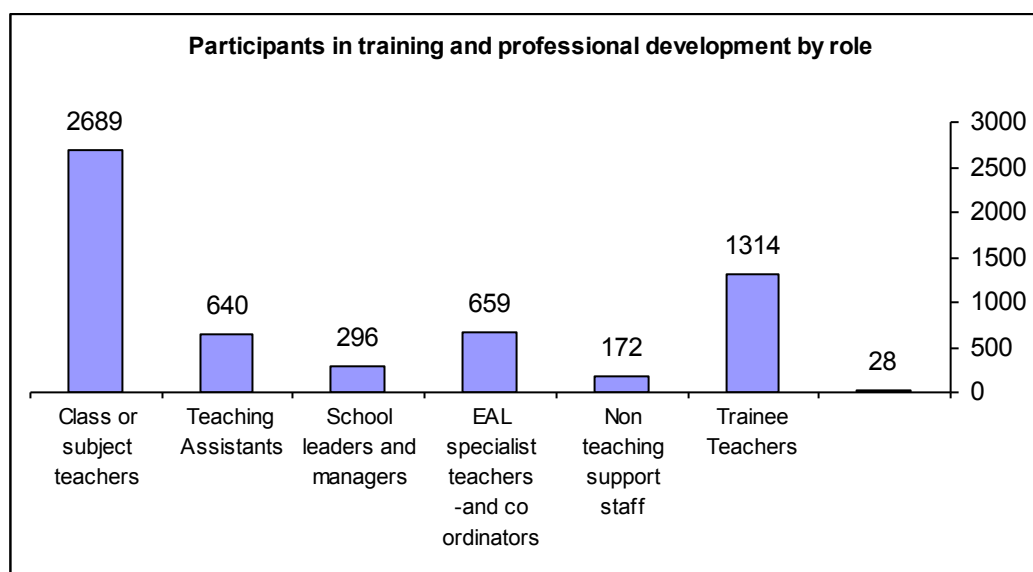
Table 1: Training providers



Training for different groups of staff

The survey returns identified EAL related training was provided to 5955 participants in 2011-12. Not all respondents provided and/or kept information on the role of participants, so information was collected on the role of only 5798 participants. The details of training participants by role are shown in Table 2 below.

Table 2: Total number of participants by role



As noted above, the inclusion in this survey of trainee teachers make statistical comparisons with 2009 data more complex. However it is worth noting that although the sample size was some 50% smaller than 2009, the number of class or subject teachers receiving training has reduced by less than 50%. In contrast, the number of teaching assistants participating in training has fallen dramatically. The numbers of school leaders identified as participating in training has also fallen significantly, perhaps indicating the changing priority given to EAL following government policy and funding changes.

In contrast the numbers of EAL specialist staff (including co-ordinators) undertaking training has remained constant despite the smaller sample size. However in the 2009 survey, the question choices referred specifically to *teachers*, and in 2013, this wording was changed to specialist *staff*. It is entirely possible that whilst the number of teaching assistants being trained in EAL has fallen, a higher number than previously are referred to by respondents, or consider themselves to be, 'specialist EAL staff'. This would certainly be consistent with the situation observed 'on the ground' in schools across the country where staff who are not qualified teachers are much more likely to be delivering EAL teaching than was previously the case.

Table 3: Total number of participants by role in 2011-12 and 2007-8

	2011-12	2007-8
Class or subject teachers	2689	4024
Teaching Assistants	640	3030
School leaders and managers	296	962
EAL specialist staff including co-ordinators	659	602
Non teaching support staff	172	439
Other	28	334
Trainee Teachers	1314	-
Total	5798	11247

The total number of participants (where provided) by percentage by workforce role is shown below.

Table 4: 2013

Class or subject teachers	47%
Teaching Assistants	11%
School leaders and managers	5%
EAL specialist staff and co-ordinators	11%
Non teaching support staff	3%
Other	0%
Trainee Teachers	23%

Training courses and scope of training

Information was submitted concerning approximately 100 courses. Analysis of the training course content indicated that 96% related to EAL and 4% did not. Further analysis of the EAL CPD and vocational training content, indicated that respondents generally defined their training by issue/content. This contrasts with the previous survey which uncovered a considerable amount of training by role.

Content defined courses included training related to identified additional language development issues or groups of pupils, for example, CPD related to newly arrived pupils or to developing bilingual learners' grammar. This type of training also included 'off the shelf' products such as 'Talking Partners'. Most of these were short (one day or half day courses). Those courses identified as 'General' included short and more sustained courses, which covered many issues in greater depth. '

A number of specific issues appear to have increased in popularity. These include courses relating to discrete skills such as reading, writing, oracy and grammar. In contrast to 2009, in 2011-12, survey data did not capture details of any courses relating to: Information and Communication Technology (ICT), Refugees or Data. Unsurprisingly, no courses were run in that year relating to National Primary Strategy materials.

It would appear that the availability of training in relation to specific issues may well vary over time acting as a 'barometer' of issues of local concerns and national initiatives. So for example in this survey we observed a rise in the popularity of grammar.

Courses relating to issues of special educational needs (SEN) have additionally become more widespread. In an interesting development, one survey response concerned EAL training for mainstream teachers organised by a community health trust aiming to ensure that the right bilingual children were referred for speech and language therapy.

Table 5: Training courses defined by EAL issue 2011-12

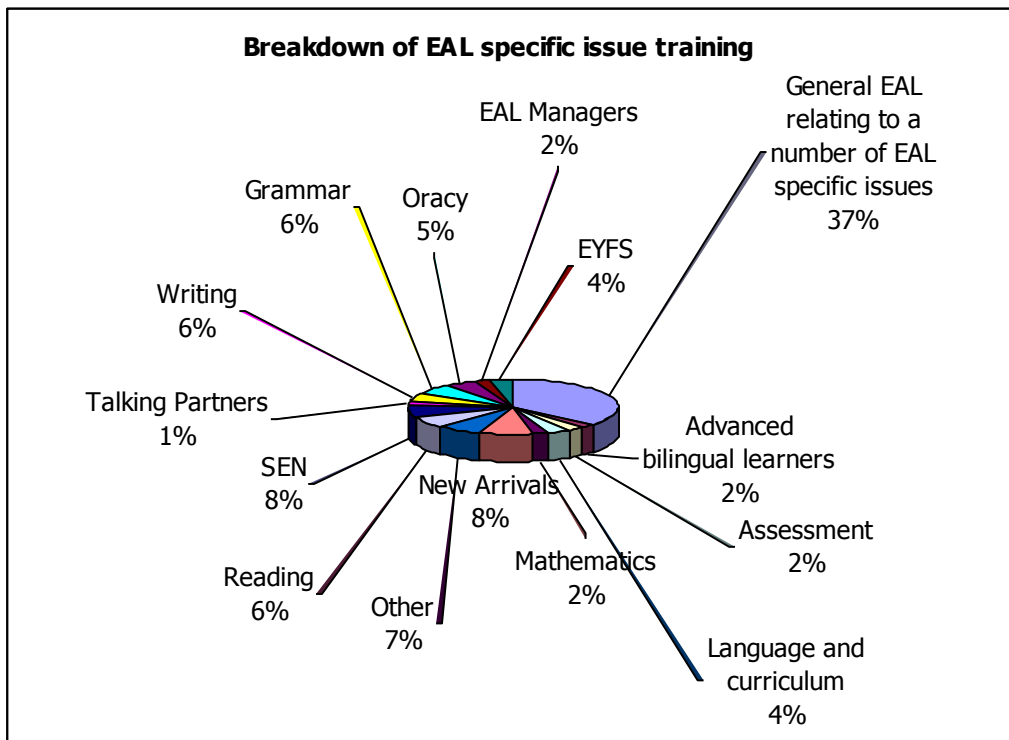
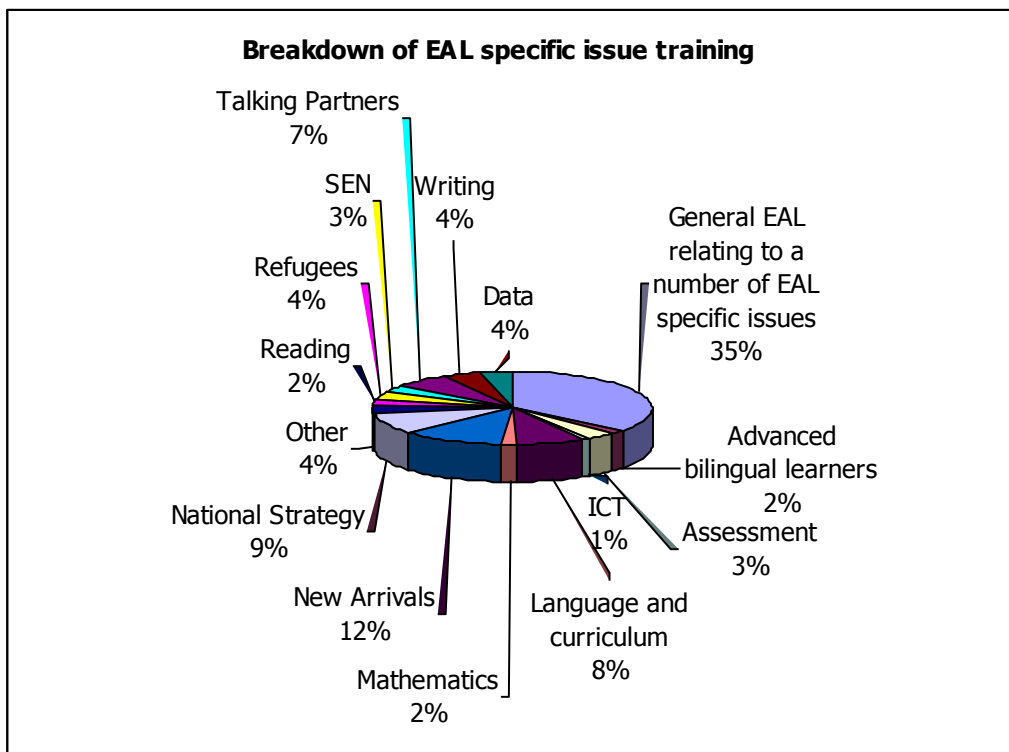


Table 6: Training courses defined by EAL issue 2007 -8

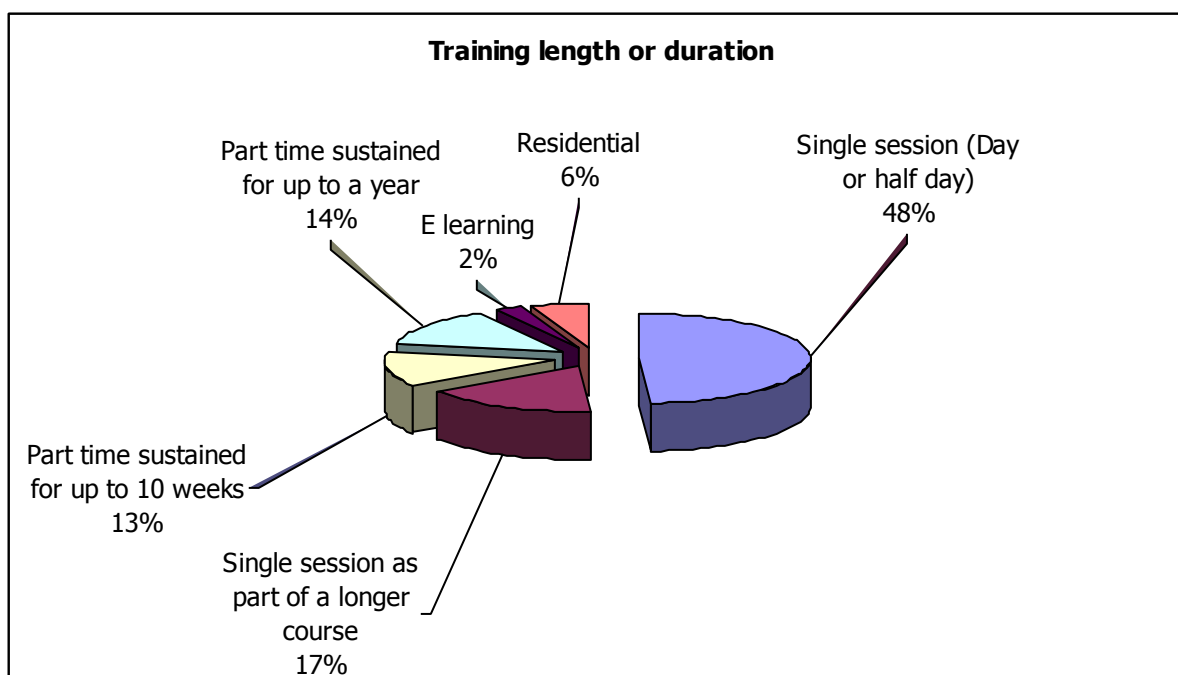


Length of training and delivery

Many of those responding to the survey used a mix of types of training. By far the most popular model was the half or one day stand-alone course. Only 31% of training offered was sustained over a term or longer. There was an increase in the availability of both residential and e-learning courses.

Some courses were delivered at local authority professional development centres. An equal number were delivered at other, unspecified locations. Schools were also a popular venue.

Table 9: Training duration



Accreditation

Of the training information provided by respondents, 12% was said to be accredited and 88% was not. These figures exactly mirror those of the 2009 audit.

Accredited course titles submitted included:

- Meeting the Needs of EAL Learners in Your Classroom
- Bilingualism in Education
- Working with EAL learners
- Teaching English as an Additional Language
- MA Language Education
- PGCert /Dip Teaching Bilingual
- MA in EAL and Education
- MEd/Diploma/Certificate Additional Support for Learning (Bilingual Learners)
- Postgraduate Certificate in Supporting Bilingual Learners

Survey findings – Individual Training Participants

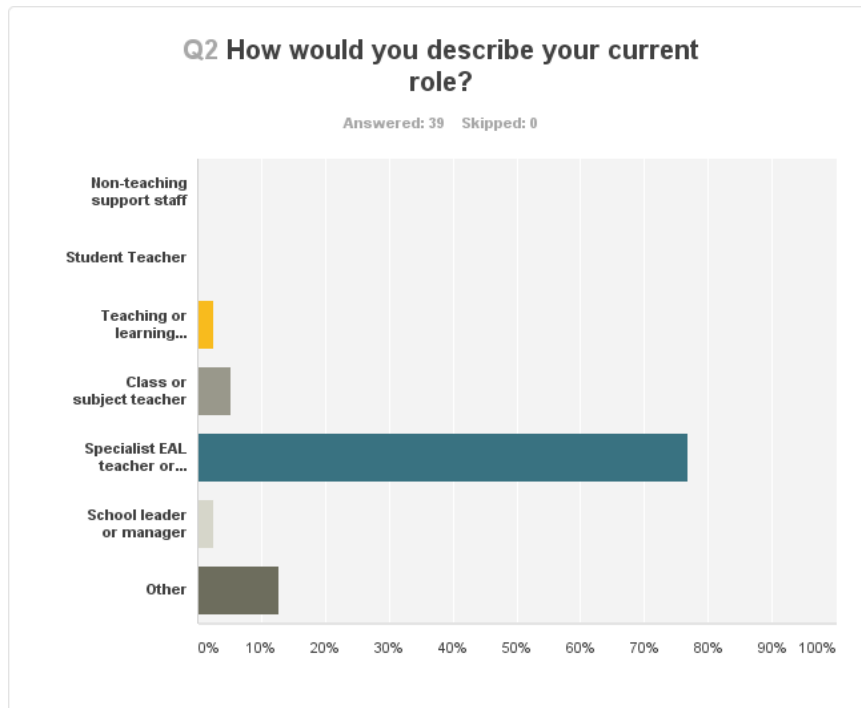
Training participants

39 individuals responded to the training participant survey request. In contrast to the training provider survey participant information, the participant survey respondents overwhelmingly regarded themselves as EAL specialists. 77% of respondents were either EAL teachers or co-ordinators.

Table 10

Class or subject teachers	5.1%
Teaching Assistants	2.6%
School leaders and managers	2.6%
EAL specialist teacher or co-ordinators	77%
Non teaching support staff	0%
Other	13%
Trainee Teachers	0%

Table 11



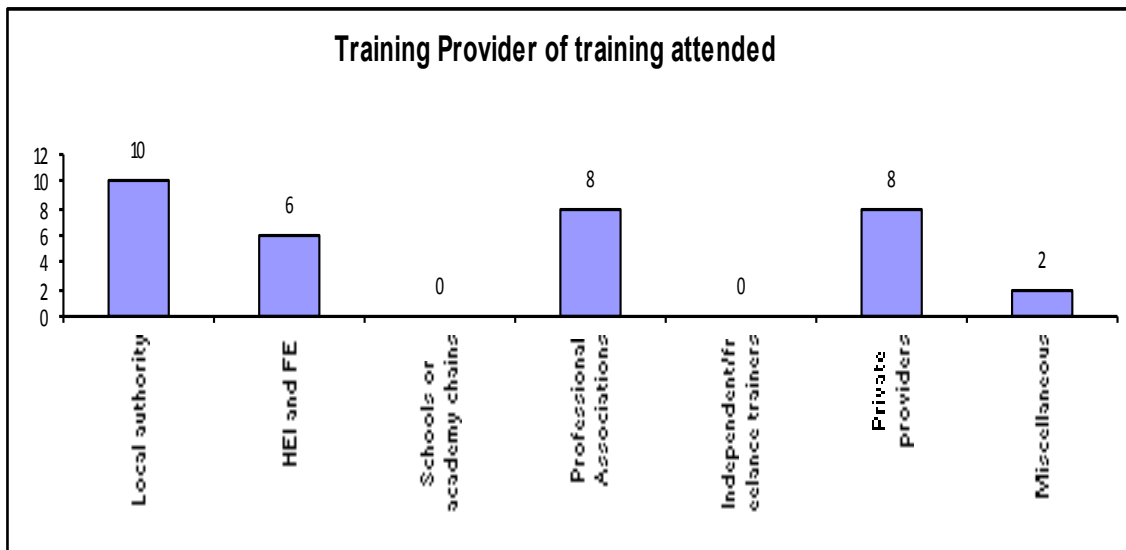
Half of the respondents worked in Key Stages 3&4, 44% in Key Stages 1&2 and 6% in the Early Years Foundation Stage.

Training providers

Survey participants attended training delivered by a wide variety of organisations. This included 10 LA providers, 6 HEI and FE providers of EAL CPD and vocational training, 2 professional associations, 3 private providers and 2 miscellaneous training providers. No respondents returned information regarding training by schools or academy chains. Of the 34 trainings attended, local authorities remained the largest provider.

In contrast to the provider survey, survey participants gave information concerning a far wider range of activities which they considered to be training or professional development. These included participation in conferences, local networks and local projects as well as more formal training.

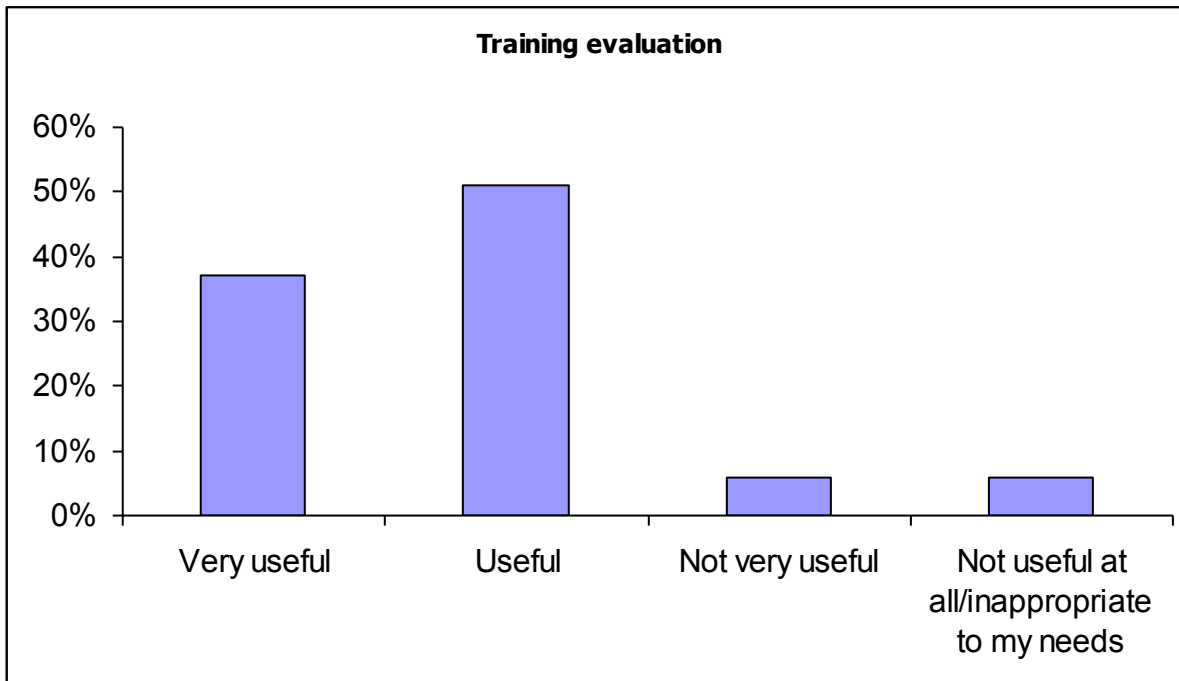
Table 12: Training providers (2013 survey)



Training course evaluation and commentary

Participants were generally positive about the training they had attended. Analysis of the responses did not indicate that particular types of providers or methods of delivery had a consistent impact on course evaluations by participants.

Table 13



However analysis of textual responses indicates a significant level of dissatisfaction with the range and content of training courses currently available. Some comments are reproduced below:

'The course was far too general and not relevant to the level of our EAL students. It involved picture recognition exercises and early language. Our students attend mainstream lessons in a secondary school and those who wish to, may take FCE and IELTS.'

'The course offered good practical collaborative learning ideas which would be useful to new teachers in order to develop the language of all pupils. It did not address the issues of how to support pupils who have no English at all.'

'As a primary teacher and specialist in Early Years I would like to have had a more relevant training focus with more practical advice and chance for development'

'Owing to capacity issues, the local authority simply cannot do enough to support those of us working in schools.'

'We need more frequent and meaningful training for experienced EAL Coordinators (conferences, for example) and networking events as there is nothing to drive our professional development further.'

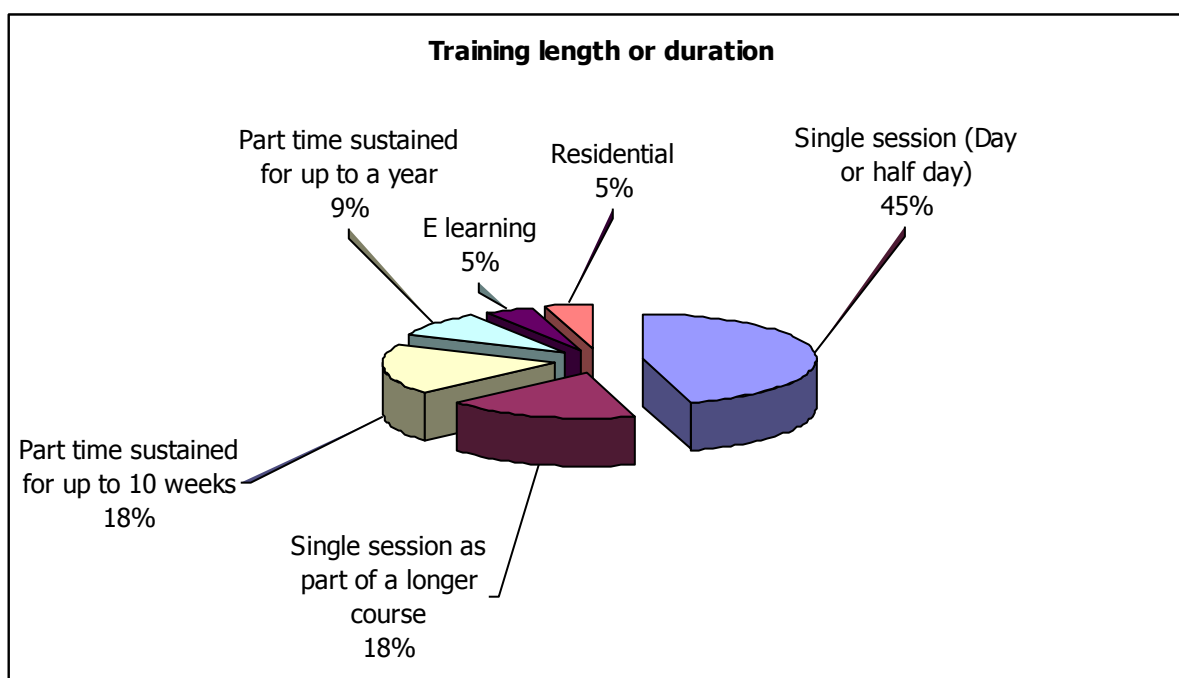
'It is a pity the course could not have been accredited.'

These 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.

Length of training

As in the provider survey, the most popular model was the half or one day stand-alone course.

Table 14: Training duration



Accreditation

Of the training information provided by respondents, 30% was said to be accredited and 70% was not. Not all respondents were clear whether training was accredited or not and in some cases they used accreditation to mean certification or delivery under license from another organisation, for example, Language in Learning Across the Curriculum (LiLAC) courses.

Survey of Current Post Graduate Qualifications in Teaching EAL

**University of Birmingham/NASSEA, MEd / Diploma / Post Graduate Certificate
Bilingualism in Education**

<http://www.birmingham.ac.uk/students/courses/distance/edu/bilingualism-education.aspx>

This part-time distance learning programme is aimed at teachers and educational practitioners working with multilingual children and young people in multicultural schools. It is delivered in partnership with The Northern Association of Support Services for Equality and Achievement (NASSEA). First year modules include:

- **Introduction to Bilingualism in Education**
Issues and practice concerning the bilingual learner in the classroom.
- **Academic Language and Learning for Bilingual Learners**
An in-depth look at 'language conscious' teaching, focusing on English as an additional language development in curriculum areas.
- **Teaching and Learning in EAL**
An investigation of a professional issue relating to bilingualism in educational settings.

Institute of Education, University of London, MA Bilingual Learners

http://www.ioe.ac.uk/study/PMM9_BLU9IM.html

The programme provides the opportunity to acquire theoretical and practical knowledge about bilingualism in contemporary societies and carry out research in multilingual classrooms.

Core modules

- Curriculum design and development
- Investigating research

Plus either:

- Assessment: Issues and practice
- Assessment for Learning

Other Specialist Modules include:

- Discourse, society and culture
- Globalisation and language policy
- Language teacher identity and teacher development
- Materials development
- Second language acquisition
- Teaching English for academic purposes

University of Edinburgh, Edinburgh

PGDE Secondary

<http://www.ed.ac.uk/schools-departments/education/pgde/secondary>

The programme offers theoretical and practical input to extend the knowledge of multidisciplinary mainstream teachers.

Aspects of the programme address sociocultural perspectives on language learning and literacy with reference to EAL learners in order to develop an EAL focus within teachers' mainstream practices.

Kings College London, MA Language, Ethnicity in Education

http://www.kcl.ac.uk/prospectus/graduate/index/name/language,-ethnicity-and-education/alpha/L/header_search/

The MA in Language, Ethnicity & Education addresses ethnicity and multilingualism in urban education.

Core Module:

- Language Contact, Bilingualism & Black Englishes

And students are encouraged also to study:

- Language Practices in Multiethnic & Multilingual Classrooms

Optional modules include:

- Language & Power
- Recent Developments in Modern Foreign Languages Education
- International Comparative Education
- Notions of English
- Education, Policy & the City
- Social context of Schooling
- Psychology & Learning

Manchester Metropolitan University, MA Language Education /PgCert/Dip Teaching Bilingual Learners

<http://www2.mmu.ac.uk/study/postgraduate/taught/2014/11098/>

The programme is for teachers working in a range of language related fields in primary and secondary education, who wish to develop their expertise in areas such as teaching bilingual learners, English as first language, and modern foreign languages.

Core unit:

- Language Development

Other Units include:

- Critical Questions in Education
- Current issues in Education
- Issues in Language Teaching and Learning
- Principles and Practice in Early Reading

Open University MA Education, Applied Linguistics specialism

<http://www.open.ac.uk/postgraduate/f01-route-3>

The programme includes specialist modules which are intended for a wide range of audiences including primary and secondary school teachers interested in supporting their students' language development, particularly students with English as an additional language (EAL).

Modules include:

- Educational Inquiry

- Investigating Language in Action
- Language, Literacy and Learning in the contemporary world

University of East London, MA /PG Dip/Cert Multilingualism

<http://www.uel.ac.uk/postgraduate/specs/multilingualism/>

The programme consists of four modules which focus on multilingualism in a variety of contexts, which include classroom, global and urban perspectives.

Core modules:

- Multilingualism in Education
- Multilingualism in Urban Contexts
- Global Perspectives on Multilingualism
- Researching Multilingualism

School of Education, Leeds University, MA or Post Graduate Diploma in English as an Additional Language and Education

<http://www.education.leeds.ac.uk/postgraduates/taught-postgraduates/english-language-education>

The programme is designed for education professionals who wish to develop their expertise in the area of bilingualism and EAL, and move towards leadership positions in schools and other settings.

Core modules:

- EAL, language diversity and inclusion: research and theory
- EAL, language diversity and inclusion: investigation policy and pedagogy
- EAL, language diversity and inclusion: classroom based enquiry and critical study

University of South Wales with Gwent Education Multi-Ethnic Service (GEMS) MA Teaching EAL

<http://www.newport.ac.uk/study/postgraduate/courses/Pages/TeachingEnglishasanAdditionalLanguage-MA.aspx - .UIUc29KsiSo>

The MA Teaching English as an Additional Language course is delivered in partnership with Gwent Education Multi-Ethnic Service (GEMS).

Core modules:

- TEAL: Current Issues
- TEAL: Theory, Policy and Practice

plus one of the following:

- TESOL: Curriculum design and evaluation
- TESOL: Materials Design and Evaluation

University of Strathclyde Post Graduate Certificate in Supporting Bilingual Learners in the Mainstream Classroom

<http://www.strath.ac.uk/humanities/courses/education/courses/supportingbilinguallearnersinthemainstreamclassroom/>

The Postgraduate Certificate in Supporting Bilingual Learners is part of the Modular Masters Scheme.

Core modules:

- Theories of Bilingualism and Second Language Acquisition
- Policy and Practice in Supporting Bilingual Learners 3-18
- Action Research to Effect Change for Bilingual Learners

Winchester University in collaboration with Hampshire TEALS: MA Education TEAL

http://emtas.hias.hants.gov.uk/file.php/1/media/ocs/MA_ED_TEAL_FlyerFINAL.pdf

The programme is located within the MA Education at the University of Winchester but the module is taught by the EMTAS team. Students can submit assignments for 20, 30 or 40 postgraduate credits.

London Metropolitan University, MA Education

<http://www.londonmet.ac.uk/courses/postgraduate/2013/education--ma/>

The MA Education programme includes a 20 credit module:

- Bilingualism and Education: the Classroom and School Context.

Middlesex University, MA Inclusive Education

http://www.mdx.ac.uk/courses/postgraduate/Education_professionals/inclusive_education_ma.asp

The MA Inclusive Education distance learning programme includes a 60 credit module:

- Bilingual Learners

Post-questionnaire follow-up telephone interviews

The post-questionnaire telephone interviews were designed to (a) clarify information provided in the questionnaire, (b) provide a further opportunity for respondents to supply further relevant information, and (c) offer respondents an open opportunity to add items of information/views not sought by the questionnaire, but considered by them to be pertinent to the audit. The sequence and forms of questioning were flexible to allow for a reasonably comfortable flow of exchange between the interviewer and interviewee.

Interviews were carried out with nine LAs, one professional organisation/association, two EAL specialist teachers, two independent freelance consultants and four private training providers. Interviews were 45 minutes in duration. Detailed notes were kept on the follow up interviews, which were then used to assist with content analysis and reporting.

1. Local Authority Provision

Interview data was collected from nine providers. These ranged from services that employed a substantial number of staff (20 or more) to one where there was only one member of staff. Authorities, which had maintained substantial teams, employed both teachers and teaching assistants and many of the latter and some of the former were bilingual. Some staff had specific briefs for EAL but a number also included advisors for black pupils, travellers, refugees and community liaison/interpretation.

All the authorities provided training of some sort in addition to other functions including specific support for pupils and teachers in schools and advice about resources and curriculum access. The majority of training was EAL specific but respondents also mentioned involvement in training related to broader issues of inclusion, integration and social cohesion. Specific mention was made of training relating to pupil achievement, target setting, race equality, cultural diversity, the Equality Act and the Pupil Premium.

All the respondents mentioned school-based training and this appears to be the main focus for training provided by centrally employed staff. This ranged from a suite or menu of short set courses or sessions on a variety of themes that schools could choose to full day bespoke PD sessions negotiated with schools to a series of PD sessions run over a longer period.

Eight respondents also indicated they still provided some centrally based training. Some authorities run set sessions across a year, others provided a variety of sessions that teachers and schools could choose from. One authority only provided centrally based sessions for teaching assistants.

Most courses were full day, half day or twilight sessions. One respondent mentioned courses of 1.5 hours. Two authorities mentioned 2-day courses. Two of the authorities were involved in Masters level programmes which involved longer periods of study.

School based and central training was free to most maintained or aided schools in the authorities surveyed, although one mentioned a nominal charge being made to schools. A number of respondents said that charges were made to academies. Two respondents mentioned Service Level Agreements (SLAs) with schools; one mentioned that schools have to buy back into the service provided and another that her position was paid for by top slicing the central budget with the agreement of schools. Most respondents said that services were

provided for schools in their authority although there was evidence that training was accessible to schools in authorities that no longer provided training themselves. One respondent mentioned a learning partnership with adjacent authorities, another that they were providing training for schools in other authorities and two mentioned that their course were open to people from other authorities for a charge.

Training related to new arrivals/new to English and early stage learners of English was mentioned most. A number of other specific focuses were mentioned including: advanced learners of English, curriculum accessibility, EAL toolkit, reading and writing, grammar, oracy, talking partners and maths. This list is not exhaustive because, in addition to central training, much training was school based and negotiated with individual schools. Most respondents also mentioned some level of training for school leaders and managers or head teachers or EAL coordinators. Most authorities provided specific training for Teaching Assistants. Three respondents mentioned providing training for early years and for nurseries in the private sector.

Two respondents mentioned accredited courses, both were involved in presenting/supporting students studying Masters level modules/courses offered with local universities. Two authorities also mentioned some involvement with undergraduate level/Foundation degree courses for Teaching Assistants although one mentioned that they were looking again at accreditation for their Teaching Assistant course. The LiLAC (Language in Learning Across the Curriculum) course (an accredited programme of study) was mentioned by two respondents.

Most authorities were involved with local ITE providers and provided some input into sessions on EAL for trainee teachers. Three Local Authorities joined together to form a Hub. They run 3 events a year for Early Years, Secondary and ICT workshops, and organise meetings with EMA managers in schools. Some also provided specific training for Newly Qualified teachers (NQTs).

One of the previous functions of central EAL services was to facilitate network meetings for staff in schools; these often also provided informal professional development opportunities for central and school based staff. These no longer appear to take place in some of the authorities surveyed.

Professional organisations

NASSEA (The Northern Association of Support Services for Equality and Achievement) is a not-for-profit professional organisation. 30 Local Authorities subscribe to this association including a number, which still have central EMA teams of varying sizes. The Association provides professional and networking support for Associates including: network meetings based in schools, practical classroom projects and one-off seminars.

They work with the University of Birmingham to offer a Postgraduate Certificate, Postgraduate Diploma and a Masters in Bilingualism in Education. This course caters for a minimum of 15 teachers per cohort from both primary and secondary schools. Attendance is subsidised by NASSEA for Associate members.

They organize 3 conferences each year: an annual conference in November - free for students on the MA course, attended by more than 70 participants, a conference for Teaching Assistants

in March, attended by more than 100 participants and a conference on International new arrivals in May, attended by 70-120 participants.

They have set up a separate consultancy company, which provides training at a variety of venues. This includes:

Accredited Continuing Professional Development (CPD) relating to:

- International New Arrivals;
- Early Stage Learners of EAL;
- Advanced Stage Learners of EAL at all key stages;
- Gypsy, Roma and Traveller pupils;
- Asylum Seeker and Refugee pupils;
- Developing EAL strategies across the school/ department;
- Language and Literacy development;
- Language across the curriculum;
- Assessing EAL learners;
- Assessing International New Arrival pupils;
- EAL or SEN? Assessing pupils who may have multiple needs;
- Equalities;
- Governor training

They offer a specific course - Meeting The Needs of EAL Learners in your Classroom. This is a taught and practice based course aimed at developing the practice of mainstream teachers and teaching assistants. Through partnership agreements with Edge Hill University accreditation is available at Masters and Foundation degree levels. This course can also be delivered to groups of participants in schools and Local Authorities across the north of England by arrangement.

EAL specialist teachers

Two teachers were interviewed. Both had experience as EAL coordinators in their schools and provided training sessions for trainee teachers on PGCE courses and NQTs in their own schools. One provided training for geography trainee teachers on PGCE courses at a university. Both teachers provide sessions in another language to provide participants with the experience of learning in another language. One of the teachers has contributed to PD sessions for the staff in her school, works with staff in departments to embed EAL friendly teaching approaches and acts as an advisor in another school.

Independent freelance consultants

Two consultants were interviewed. Both were experienced teachers and teacher educators and had previously worked for Local Education authority services and one had been an EAL coordinator in a secondary school. Both had part-time employment, one as an EAL coordinator for a federation of primary schools, as well as working as independent consultants. One also worked as a consultant/associate for two private companies. In their roles as private consultants they provided a wide range of training for schools and universities. Both consultants have designed and written their own courses (sometimes in collaboration with others), which they

adapt to meet the requirements of individual institutions. They also provide EAL keynote addresses and workshops at conferences.

One consultant focuses mostly on courses for teachers and teaching assistants in secondary schools. The courses she provides cover a range of topics including: a curriculum based induction course for secondary new arrivals, language and literacy development in maths or science for Key Stages 2-4, moving from talk to writing for more advanced EAL learners for Key Stages 2-4, developing the role of the EAL coordinator (cross phase) and introduction to teaching and learning EAL for secondary teaching assistants. Most sessions are all day (5 hours), but she offers a modified version delivered in half a day (3 hours). Some bespoke courses are 2 hour twilight sessions. She mostly works in London, East Midlands and the South East.

The other consultant works with a range of primary and secondary staff. The courses she provides cover a range of topics including: one for EAL coordinators (NALDIC Distinctiveness of EAL), content-language courses for secondary EAL coordinators, meeting the needs of newly arrived EAL learners in secondary schools, advanced EAL learners, EAL Induction Training, bespoke sessions for schools with a focus on speaking and listening for teachers in Foundation Stage, Key Stage 1 and Key Stage 2 and separate sessions for Teaching Assistants. These can be full day courses or tailored as shorter sessions. She has provided a workshop for professional mentors and head teachers. She also provides a range of school based EAL training for trainee teachers, NQTs, Teach First, EMA LSAs and some mainstream teachers as part of her current employment. She estimates she has trained somewhere in the region of 350 staff since she became an independent consultant. She has delivered training around the country.

Private Training providers

Information was gathered from four private providers. These providers had evolved from or were organized and staffed by people previously employed in Local Authority services, which have been disbanded. These providers usually have (small) core teams of employed people and a list of consultants they can draw on for specific training purposes. They work across the country but tend to do the majority of their work in the geographical areas they were previously associated with.

They are all involved in designing bespoke training for schools and they provide a range of training opportunities. One provider provides training at national and international conferences. Three providers mentioned arranging at least one conference each year. For one provider there is some overlap between conferences, one-day events and full day courses as often they involve guest speakers. Two providers suggested that schools are looking more and more for bespoke training and that there is a growing reluctance by some schools to send people on courses outside the school. Training relating to new arrivals/new to English/early stage learners is probably the most requested and providers have courses of varying lengths (full day/half day) that can be tailored to individual requirements.

Examples were wide ranging and included:

- Collaborative Learning
- New Curriculum Issues for Literacy Leaders in Schools with EAL learners
- EAL and Mathematics in the New Primary Curriculum
- Classroom Assistants Supporting EAL Learners
- Developing Language and Learning with New Arrivals in Secondary Schools and Upper KS2
- Excellence in EAL Two Day Course
- All About Me – EAL Learners in the Early Years
- EAL and Grammar
- Oracy and Thinking
- Parents as First Educators
- Reading for Life for EAL Learners
- Fair Play: Holding Ourselves to Account
- ICT/EAL

Three providers mentioned providing full day courses at a central venue or in a specific school, which hosted the event. They all provide courses on new arrivals/new to English/early stage learners and on more advanced learners (see above). Courses often change according to demand but one provider listed the following:

- Developing children's spoken language in Foundation Stage and Key Stage 1
- Working with EAL beginners
- Strategies to improve writing across the curriculum
- Strategies to improve academic writing in secondary schools
- Higher order reading skills
- EAL induction classes in secondary schools
- Supporting EAL students in secondary science lessons
- Specific courses for Teaching Assistants to support reading and writing
- Assessing, target setting and tracking progress of EAL pupils
- Effective communication with parents who speak EAL

These providers also run courses on broader aspects of inclusion and equity. One provider runs a specific course relating to data management in respect of pupil performance and preparation for inspection. They also run an on-line course exploring ethnic minority achievement as it relates to BME students. Another provides specific training for leaders in relation to policy and system development including use of the pupil premium. Other foci can include: inclusive curriculum planning, developing academic language, effective feedback, peer tutoring and target setting.

One provider mentioned involvement with accredited courses such as LiLAC (Language in Learning Across the Curriculum), and 'Raising the Achievement of EAL Learners across the Curriculum', the latter in collaboration with St Mary's University College, Twickenham.

Fuller information is available in the appendix. For the purposes of this report, each of the interviewees has been given a pseudonym.

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 commercial training programmes.

References

- Department for Education and Skills (2003) *Aiming High: Raising the Achievement of Minority Ethnic Pupils* DfES/0183/2003. London: DfES. Available online:
https://www.education.gov.uk/consultations/downloadableDocs/213_1.pdf
- DfES (2006) *Raising the Achievement of Bilingual Learners in Primary Schools: Evaluation of the Pilot/Programme* (DfES Research report No 758). Available online:
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RB758.pdf>
- DfES (2006a) *Excellence and Enjoyment Learning and Teaching for Bilingual Children in the Primary Years*. London: DfES. Available online:
<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>
- DfES (2006b) *Learning and Teaching for Bilingual Children in the Primary Years*. London: DfES. Available online:
<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>
- Department for Children, Schools and Families (2007) *Raising the Achievement of Bilingual Learners in Primary Schools - Statistical Analysis Research Report RR006 2007*. Available online:
<http://webarchive.nationalarchives.gov.uk/20080911032125/http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR006.pdf>
- Department for Children, Schools and Families (2008) *TDA 2008-9 Remit letter*. Available online at http://www.tda.gov.uk/upload/resources/pdf/r/remit_letter_2008_annex_a.pdf (No longer available online.)
- Department for Education (2013) *The National Curriculum in England Key Stages 1 and 2 framework document* DFE-00178-2013, p7.
- Department for Education (2013) *Schools, Pupils and their Characteristics: January 2013*. London: DfE.
- Department for Education and National College for Teaching and Leadership (2013) *Newly Qualified Teachers: Annual Survey 2013*. Available online:
<https://www.gov.uk/government/publications/newly-qualified-teachers-annual-survey-2013>
- Franson C., Brown A., Cameron L. and South, H. (2002) *The EAL Teacher: Descriptors of Good Practice*. Watford: NALDIC.
- National Union of Teachers/NALDIC (2004) *Professional Development For Teachers Working For Minority Ethnic Pupil Achievement – A Joint NUT/NALDIC Statement*. Available online at http://www.nut.org.uk/resources/word/Joint_Statement_NALDIC.doc
- NRDC (2009) *English as an Additional Language (EAL) Provision in Schools – 10 Case Studies*. London: NRDC, Institute of Education Publications. Available online:
<http://www.nrdc.org.uk/content.asp?CategoryID=1652>

Office for Standards in Education (2001) *Managing support for the attainment of pupils from minority ethnic groups* London: Ofsted.

Office for Standards in Education (2002) *Support for minority ethnic achievement: continuing professional development* HMI 459 London: Ofsted.

Office for Standards in Education (2006) *English as an additional language: an evaluation of pilot training courses* HMI 2649 London: Ofsted.

Training and Development Agency for Schools (2008a) *Results of the newly qualified teacher survey 2008*. Available online: <https://www.gov.uk/government/publications/results-of-the-newly-qualified-teacher-survey-2008>

Training and Development Agency for Schools (2008b) *Masters in Teaching and Learning Summary of Outcomes from Regional Consultation Events*. Available online at http://www.tda.gov.uk/upload/resources/pdf/c/consultation_outcome_summary_for_wamg_and_web.pdf (30 October, 2008) No longer available online.

Training and Development Agency for Schools (2007) *Guidance on the national occupational standards for supporting teaching and learning in schools Supporting bilingual pupils*. http://www.tda.gov.uk/upload/resources/pdf/n/nos_supporting_bilingual_pupils.pdf (30 October, 2008) (No longer available.) An updated version is available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239935/NOS-SUPPORT_for_supporting_teaching

Appendix

NALDIC EAL Training Survey (2013)

Local Authority provision

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS)

<http://www3.hants.gov.uk/education/ema/>

The following information is based on an interview with Ellen Frazer and information on the service website.

Hampshire EMTAS is a dedicated multiethnic and multilingual team, with over 20 years experience of working closely with Hampshire schools to remove barriers and inequalities in attainment and achievement. They provide specialist resources and support, expert advice, guidance and training to help raise attainment and close the performance gap for these children and young people from BME (Black and Ethnic Minority) and Traveller groups. The team consists of teachers and some bilingual assistants who provide a core service to maintained and aided schools in the county through a Service Level Agreement and supplementary services which are chargeable.

The Training they provide includes:

- Masters level course in conjunction with University of Winchester (20-40 Credits depending on number of assignments completed). It ran for the first time in Spring 2013 with 9-10 delegates and will run again in Spring 2014. There is a reduced rate for Hampshire schools. The University helps with recruiting. Delivered by staff from EMAS and a member of staff at Winchester.
- New Arrivals course, about 1 hour, usually delivered in Primary schools on INSET days.
- Advanced learners course, about 1 hour, for both Primary and Secondary schools.
- TEAL (Teaching EAL) course for all school leaders with responsibility for EAL.
- Some input on ITE courses on request
- Young Interpreters scheme training cohorts of pupils. This is an innovative and award winning scheme (see website for further details)
- Teaching Assistants course (availability subject to recruitment).
- Early Years training.

Wiltshire Ethnic Minority Achievement Service (EMAS)

<http://www.wiltslit.co.uk/>

The following information is based on an interview with Alan Douglas, Lead Professional/Advisory Teacher (English as an Additional Language) Wiltshire Ethnic Minority Achievement Service.

The Wiltshire EMAS team consists of a team of experienced staff including a Lead Professional, three EAL advisory teachers, an EAL support teacher, eight bilingual teaching assistants and a project leader for vulnerable pupil achievement.

EMAS aims to improve the capacity of schools to raise the attainment and achievement of pupils from minority ethnic groups. The advice and training they provide includes:

- support for senior leaders in schools with school self evaluation in relation to cultural diversity, provision for minority ethnic pupils and for learners of EAL;
- training for teachers, teaching assistants and support staff on strategies to support the development of EAL, including demonstration of strategies within schools;
- ways of making the curriculum more accessible to, and relevant for, minority ethnic children and young people;
- cultural diversity training for staff and governors.

The service delivers around 40 different sessions in Wiltshire each year. The majority of these are school-based twilight sessions, often quite informal, and they focus on an area agreed with the school. Most sessions include a focus on some aspect of learning EAL, though some cover other aspects of equalities. Sessions are usually about 1.5 hours.

Whole day sessions for Foundation Stage/Key Stage 1 teachers and Teaching Assistants, for Key Stage 2 teachers and teaching assistants and for school-based EAL coordinators working in any phase are also available.

The EMAS staff contribute to multi-agency days on themes around The Equality Act and use of the pupil premium. They also deliver EAL lectures on ITE programmes at Bath and Bath Spa universities and training to newly qualified teachers in schools within the County.

The training provision is not accredited. Training to maintained primary schools is usually provided at no additional cost, but a charge is made to academies and all secondary schools. For training not delivered in an individual school, a modest charge is made solely to cover venue costs.

Wirral Minority Ethnic Achievement Service (MEAS)

<http://clc2.uniservity.com/GroupHomepage.asp?GroupID=20109529>

The following information is based on an interview with Pauline Cairn, Central Team Wirral MEAS and information on the service website.

The Wirral MEAS team is an active central service with both teachers and teaching assistants. It has links with Liverpool, Halton and East and West Cheshire through a Learning Together partnership. The staff work with teachers, coordinators (usually SENCOs), and teaching assistants from Wirral and surrounding local authorities. The service aims to raise achievement, remove language barriers, provide access to the curriculum, raise self-esteem and encourage social integration. In terms of training members of the MEAS team act as consultants within schools to enable staff to meet the needs of pupils effectively, provide school based and central training on Race Equality, Community Cohesion and EAL. They also give advice on embedding race equality through the curriculum and advise on materials that promote a greater understanding of ethnic diversity and racial equality.

They offer a range of courses at both Primary and Secondary levels including EAL and Diversity training for governors. Specific courses include:

- Talking Partners Maths
- Talking maths
- New arrivals
- Early Years Foundation Stage
- Grammar for writing
- Pupil achievement
- EAL for teaching assistants

These courses are not accredited.

They also offer:

- extended courses in conjunction with other providers e.g. Hounslow Language Service (see below).
- English as an additional Language Intensive course (EALIP) for KS1-3 offered to Primary schools (originally devised by Blackburn Local Authority)
- work experience placements in their Primary schools to trainee teachers from Edge Hill and Liverpool Universities.
-

Courses are free to Wirral maintained and aided schools. A small charge is made to academies and out of authority schools.

Surrey Race Equality and Minority Achievement (REMA) Team

<http://www.surreycc.gov.uk/learning/teachers-and-education-staff/services-for-children/rema-race-equality-and-minority-achievement>

The following information is based on an interview with Clive Hampshire, Strategic Manager and information on the service website.

The Race Equality and Minority Achievement (REMA) team is located in the Children, Schools and Families section and works in partnership with schools, colleagues and other agencies to raise the achievement and improve outcomes for minority ethnic children and young people, including those who speak a minority language (pupils with EAL) and those from Traveller communities. The REMA team offers consultation, advice and training for teachers and other professionals to improve the quality of services for ethnic minority children.

From April 2013 as part of a buy-back package the team has offered:

- termly network meetings for primary teaching assistants in 4 areas of the county. These meetings last 1.5 hours and attract an average of 20 participants.
- termly network meetings for secondary teaching assistants. These meetings last 1.5 hours and attract an average of 8-9 participants.

- termly network meetings for EAL coordinators, SENCOs and teachers and senior managers at a central venue (Runnymede Centre). These meetings last 1.5 hours and attract an average of 40 participants (usually oversubscribed). Most attendees are from primary schools

These meetings cover a range of topics including: new arrivals, access to the curriculum, reading, writing, grammar for writing. The topic of each meeting is jointly decided by the REMA and school staff. In addition, the REMA team provides the following

- training for the staff in the Early Years Childhood Service (through a Service Level Agreement):
 - managers of Settings
 - practitioners in Nurseries (mainly non-maintained)
- training for individual schools at staff meetings and through INSET days in schools where REMA teachers teach.
- Surrey confederation of schools is used to provide free training as and when requested.
- training for NQTs for Surrey school clusters, on average 10 NQTs per cluster.
- whole day training once a year for the Babcock 4S graduate teacher training programme (GTP)..

County Durham EAL and Equalities Team

<http://durhamvoice.org.uk/documents/09415thJan/InfoforSchoolsandOtherAgencies2013-14.pdf>

The following information is based on an interview with Sara Winchester, Specialist Teaching Team Leader for EAL and information from the website

The EAL team promotes inclusion and equality of opportunity to support the improvement of educational outcomes for children and young people from minority ethnic groups including those with English as an additional language (EAL).

The team has been considerably reduced and now consists of: a Manager, a Team Leader, Five Advisory Teachers (two FT and three 0.7FTE), a Specialist Bilingual Teacher (Polish- job share), Bilingual Support Officers (Chinese 0.7FTE, Arabic 0.2 FTE), Community Interpreters (various languages), Specialist LSA (HLTA) for EAL and Clerical support

The team has maintained its existence because the Schools' Forum has voted, on an annual basis, to retain the funding centrally rather than devolve the funding to schools. The main argument has been that in a large rural county with many isolated learners each school would receive insufficient funding to meet pupil needs. The team has been told they must be cost neutral by 2015 and so have begun trading. They are committed to providing a service free to county schools, so are using part-time teachers to do traded work, mainly outside the local authority and where there is no longer an EAL team to provide a service. The teachers do this

in their free time and are paid supply rates from the money earned. They also plan to trade twilight sessions in schools outside the county, where the EAL team has been disbanded.

The team offers Continuing Professional Development (CPD) sessions include:

- induction for New Arrivals
- more advanced EAL learners

In primary schools and some secondary schools the CPD work is school-based designed for whole staff, but in secondary it also caters for subject teachers working with individual pupils or staff teaching specific subject areas e.g. EAL in Science. Between 6 and 10 primary schools a year and 2-3 secondary schools are involved a year. Furthermore, the team also runs CPD for Learning Support Assistants twice a year at the team base or in a venue that can be used without charge. Training for staff in private nurseries is paid for by Sure Start.

In addition, training is also provided for:

- PGCE and BEd students
- NQTs to cover both beginners and more advanced learners, primary and secondary.

Hammersmith and Fulham Local Authority

The following information is based on an interview with Claire Wright, EAL advisor

Claire works on her own in the LA. Her funding comes from schools – heads agreed to top slice to fund her post. She works with all schools in Hammersmith and Fulham. EAL provision at school level varies, much depends on the staffing and policy. Some schools have EAL coordinators, but others do not. Many schools do not have EAL teachers. The overall direction is that EAL has to be ‘mainstreamed’ – i.e. it’s a task for all staff. Many EAL teachers have left and they have not been replaced. Higher Level Teaching Assistants are now the main staff for EAL in many schools.

Hammersmith and Fulham LA are still trying to provide central professional development, e.g. running a LiLAC (Language in Learning Across the Curriculum) course. Claire hopes to run a LiLAC course for secondary schools this year, and she thinks that it will need to be run on school premises (not at a central LA location). She has found it difficult to get teachers released from school for training. Twilight sessions are not popular and she has to run PD during school time, mainly in afternoon sessions.

Leeds Local Authority

The following information is based on an interview with Lynne Webster, EMA primary consultant Leeds Local Authority

The former EMA team in Leeds is now called ‘Closing the Gap’. There are many educational

achievement gaps, but the Leeds team is for now mainly focusing on ethnic minority achievement. The Closing the Gap team comprises: one head of service, one FT EMA consultant primary and one x 0.6 temporary EMA primary consultant, one FT Senior EMA secondary consultant, plus 3 BME (Black and Minority Ethnic) link officers (two FT & one part time 0.6) who are phase specific (one primary, and two secondary) and based full time in schools supporting new to English pupils. There is also a school-based consultant who provides 3 days a term support (temporary basis) with a focus on new arrivals. Further support is provided by four outstanding schools who are paired up with schools who have been identified by the LA as requiring support in relation to BME attainment through the Leeds EMA Hub programme. These schools receive intensive support for a term followed by monitoring visits for a further 2 terms. There are no specific training programmes offered.

Bury Curriculum and Language Access Service (CLAS)

<http://www.bury.gov.uk/index.aspx?articleid=3843>

The following information is based on an interview with Margaret Alan, Bury Curriculum and Language Access Service (CLAS) and information on the service website.

The Curriculum and Language Access Service (CLAS) is a Local Authority Ethnic Minority Achievement (EMA) service which works with schools to develop effective provision for minority ethnic and English as an additional language (EAL) learners.

The service comprises EMA consultants and leading teachers; bilingual language assistants and support workers; specialist teachers of English as an additional language; and teachers and tutors of community languages. Bury is a founder member of the NW EMA Hub (see further information under NASSEA)

The service is based on the same site as the Development and Training Centre. They provide a training programme run by the Primary Learning Collaborative which all primary schools buy into. Bury CLAS offers training within this collaborative programme. The CLAS programme changes from year to year. Examples of training offered include:

- 'Developing grammar through oracy' - Long course (one year) involving 6 two-hour sessions, one each half-term. Teachers come in pairs, years 5/6, 3/4, 1/2, Nursery/Reception. Average attendance between 35-55.
- meeting the needs of EAL learners in the classroom; attendance 110 overall (25 from Warrington).
- a course looking at teacher competency for non-specialist teachers
- EAL Toolkit
- postgraduate certificate in Bilingualism in Education / MA in Bilingualism in Education in collaboration with NASSEA and the University of Birmingham (Accredited course)
- EAL modules contributing to a Foundation degree (tutoring and mentoring) (Non-accredited)
- after school session for teachers and teaching assistants, 9 a year
- one-off courses e.g. Talking Maths

- working with EAL learners for Teaching Assistants, and those new to working with EAL learners
- working with new arrivals
- training on equality and diversity and community cohesion for governors and head teachers
- training sessions for NQTs in school and for whole authority
- training for Head Teachers and senior leaders on EAL strategies. Usually individual meetings in schools.

The service also organises cultural events and cultural activities to support school initiatives, e.g. Chinese painting workshops.

The service used to run EAL coordinators training. These sessions no longer happen as staff are working in schools and there are no longer any network meetings.

Tameside Equality, Multiculturalism and Access Team (EMAT)

<http://www.tamesideemat.net/>

The following information is based on an interview with Laura Symes, Tameside Equality, Multiculturalism and Access Team (EMAT) and information on the service website

Tameside has an EAL team which is part of the EMAT team. There are two teachers and one administrator who deals with resources, bookings and other office-based tasks. Tameside is a founder member of the NW EMA Hub (see further information under NASSEA).

EMAT is part of the local authority Inclusion Team which has recently merged with Pupil Support Services. The team contributes to termly cross phase network meetings for deputy head teachers, SENCOs and managers who can influence policy. The team run courses from their own base. However, for larger meetings (more than 12) they hire a venue.

The team provides a variety of courses which are free to local authority schools including:

- Early Stage learners in EYFS and KS1 and KS2
- Early Stage learners in KS2
- Early Stage learners in secondary schools
- Reading and writing (half day cross phase)
- EAL co-ordinator course (cross phase once a year)

In addition, the team provides training in individual schools on request. It is estimated that the team works in between 3 and 12 schools a year and provides training for up to 170 people a year. (Some school staff also attend courses in neighbouring authorities). Separate courses are not provided for teaching assistants and most courses include a mixture of teachers and teaching assistants. The team is no longer involved in Equality and Community Cohesion training.

Other courses which involve a nominal charge for local authority schools and a more substantial charge for non-local authority schools include:

- Talking partners
- Talking Maths
- Talking partners in secondary schools (developed by Bury CLAS)

These are two-day courses with two follow up network elements. They are attended by teachers and teaching assistants.

Professional organisations/associations

NASSEA (The Northern Association of Support Services for Equality and Achievement)

<http://www.projectscafe.com/nassea/home.html>

NASSEA Chair - Annette Nelson, EMA/Equality Lead in Trafford

NASSEA Associates are qualified and experienced practitioners specialising in Equalities and Diversity, English as an Additional Language (EAL), Ethnic Minority Achievement (EMA), working with Gypsy, Roma and Traveller pupils and International New Arrivals, Asylum Seekers, and Refugee children and families. NASSEA Services offer consultancy and classroom support to develop equalities work in schools, local authorities and other educational organisations.

Associates bring a wealth of experience and expertise to develop a school's provision. NASSEA is a well-established, not-for-profit professional organisation, promoting equality in education through teaching and learning which is effective and engaging for children and young people from all ethnic, cultural and linguistic backgrounds.

NASSEA Associates have worked in partnership with schools and local authorities across the north of England for many years as EMA specialists and independent consultants, specialist teachers and assistants. Many NASSEA Associates have been commissioned to work as consultants and coordinators on the successful Greater Manchester EAL strategy which ran from 2009-11, providing consultancy support to schools, developing a network of EAL hub schools, a GRT schools' network and organising conferences focusing on EAL.

30 Local Authorities subscribe to this association including a number which still have central EMA teams of varying sizes – Bury (team), Stockport (team), Trafford (small team), Tameside (small central team), Rochdale (1 person), Oldham (1 person), Bolton (small team), Wigan (team), Salford (team), Manchester (traded services company). The Association provides professional and networking support for Associates including:

- network meetings - based in schools
- practical classroom projects
- one- off seminars

NASSEA works closely with the University of Birmingham to offer a Postgraduate Certificate, Postgraduate Diploma and a Masters in Bilingualism in Education. NASSEA Coordinator for this programme is Margaret Alan. This course caters for a minimum of 15 teachers per cohort from both primary and secondary schools. Attendance is subsidised by NASSEA for Associate members.

NASSEA organizes 3 conferences each year

- Annual conference in November - free for students on the MA course, attended by 70+
- Conference for Teaching Assistants in March, attended by 100+
- Conference on International new arrivals in May, attended by 70-120.

It has set up a separate consultancy company provides training at a variety of venues. This includes:

Accredited Continuing Professional Development (CPD) relating to:

- international New Arrivals;
- early Stage Learners of EAL;
- advanced Stage Learners of EAL at all key stages;
- Gypsy, Roma and Traveller pupils;
- asylum seeker and refugee pupils;
- developing EAL strategies across the school/ department;
- language and literacy development;
- language across the curriculum;
- assessing EAL learners;
- assessing International New Arrival pupils;
- EAL or SEN? Assessing pupils who may have multiple needs;
- equalities;
- governor training

NASSEA offers a specific course - Meeting The Needs Of EAL Learners In Your Classroom.

This is a taught and practice based course aimed at developing the practice of mainstream teachers and teaching assistants to meet the EAL standards for non-specialist teachers (Institute of Education, London). Through partnership agreements with Edge Hill University accreditation is available at Masters and Foundation degree levels. This course can also be delivered to groups of participants in schools and Local Authorities across the north of England by arrangement.

Language In Learning Across The Curriculum (LiLAC)

NASSEA also runs a LiLAC course which aims to develop teachers' knowledge about language and language teaching strategies: supporting students in talking, reading and writing the distinctive academic language of school subjects.

Three Local Authorities joined together to form the NW EMA Hub. <http://www.nwemahub.net/>
The contacts are: Janna Welsby (Bury), Khalid Irshad (Stockport) and Liz Haslam (Tameside).
The NW EMA Hub is now incorporated into NASSEA. They run 3 events a year for Early Years, Secondary and ICT workshops, and organise meetings with EMA managers in schools.

EAL specialist teachers

Interview with James Anderson, EAL coordinator in a London school, Merton Local Authority, South London

James Anderson is a Secondary ELA coordinator, a leading teacher for EAL and ex local authority peripatetic consultant who works cross phase. He provides INSET for PGCE students and trainee teachers in his own secondary school and on behalf of Merton Local Authority. The training takes place annually usually in the Spring term. He describes the training as interactive and practical using materials from the Collaborative Learning Partnership. He does part of the session in Italian to demonstrate the experience of learning in a second language.

Interview with Jill Benson EAL coordinator

Jill Benson provides EAL training for PGCE geography teachers at the Institute of Education (London University). This involves about 60 students. She provides the student teachers a brief outline of some of the principles of EAL, then leads them through an experience of a beginner EAL pupil, by teaching them science (energy sources) in German. She gives half the group no help at all, and the other half get some EAL-friendly ("GAL-friendly!") materials, and discusses their experiences at the end of that section! She finishes by sharing some of the resources she has made for EAL geography pupils in her school.

She also provides EAL training for newly qualified teachers (NQTs) in her own school which involves between 6 and 10 teachers. She says 'I do the "science in German" session at most of my trainings, as it brings home the realities of learning subjects in a language that is not your own. Even those (few!) who have GCSE German struggle to speak / write the language needed for science. It also shows the benefits of prior knowledge of the topic, as any science teachers use their knowledge of the topic to work out at least some of what I am teaching'.

This year she also organised a session on an INSET day for about 50 of the staff at her school (teachers, TAs and support staff). She enlisted the help of 4 bilingual teachers and asked them to teach 15 minutes of maths / science / geography / history in their own languages, first with no aids, then with EAL-friendly materials. The participant feedback indicated that this session was highly rated by participants.

She acts as an EAL advisor to a new academy which opened this year locally, and provides training for the person responsible for EAL there.

In 2012/13, with the help of my line manager, I set up regular meetings with an "EAL rep" from the various faculties, to try to promote good practice within the departments and get EAL-friendly materials into the SOWs. This has met with variable success!

Independent freelance consultants

Interview with Caroline Edwards (NALDIC associate member) professional training provider

Caroline has been working as an independent EAL and literacy consultant since January 1st 2011. Prior to this she worked for several Local Authority EAL services in London and as a head of EAL in a secondary school for six years. She is currently working closely in association with the EAL Academy (private training business) and has a two-day EAL Adviser contract with the British Council until June 2015. She also teaches academic writing to advanced EAL learners in a sixth form. She is a committee member of NALDIC and a NALDIC associate member. She provides a wide variety of different tailored training including:

- courses she has written which are delivered through private providers (e.g. RTA, OSIRIS, Hounslow Language Service)
- bespoke courses/sessions she has written which are delivered in schools, academies and local authorities (e.g. in London, Peterborough, Luton, Oldham, Denbighshire)
- bespoke workshops for NQTs, SCITTs, conferences (Peterborough, London, Northampton, N Wales, Scotland etc)

Currently she also offers the following training courses:

- Curriculum based Induction Course for Secondary New arrivals
- Extending Language and Literacy in Maths (KS 2-4)
- Extending Language and literacy in Science (KS 2-4)
- Moving from talk to writing for more advanced EAL learners (KS2-4)
- Developing the role of the EAL coordinator (cross phase)
- Introduction to teaching and learning EAL (Secondary teaching assistants)

Most sessions are all day (5 hours), but a modified version can be delivered in half a day (3 hours). Some bespoke courses are 2 hour twilight sessions and may be related to previous consultancy work. Her courses mostly target mainstream secondary subject teachers, many of whom often work with EAL teaching assistants and specialist teachers. On some occasions these courses have been adapted for NQTs and trainee teachers. She travels to all parts of the UK but mostly works in London, East Midlands and the South East.

Jan Humphrey (NALDIC associate member) independent professional training provider

At present, Jan is engaged as a Federation EAL Leader and Director of a Teaching School in Enfield with responsibility for developing policy, provision and practice for EAL across the Federation; leading the deployment and development of EAL staff and mainstream staff development and ITT training. Prior to this she led two Local Authority EAL services in London. She is a committee member of NALDIC and a NALDIC associate member. She has developed a wide variety of different tailored training and professional development activities including:

- she led the development of a one or two year EAL GCSE option course with ASDAN Certificate of Personal Effectiveness for students new to English language, literacy and

schooling and an EAL Induction course for secondary EAL students

- she now runs her own content-language courses for secondary EAL coordinators (full day courses for participants from across the country, e.g. Jersey, Devon, Warwickshire, Southern England, London, Nottingham, Leicester, Conway, Isle of Man, Denbigh, Kent, Manchester and Essex).
- meeting the needs of newly arrived EAL learners in secondary schools.
- EAL Induction Training, for example a whole day on EAL induction for secondary pupils in Cambridge for the Essex Ethnic Minority and Traveller Achievement Service (40 teachers).
- bespoke sessions for schools including ones with a focus on speaking and listening for teachers in EYFS/KS1 and KS2 and separate sessions for teaching assistants.
- keynote addresses at professional conferences e.g. NW EMA Hub and university-based conferences, e.g. University of Hertfordshire conference for professional mentors with a focus on supporting trainees in relation to the Standards for Teachers.

As an independent consultant Jan has provided training across a variety of HEI and school contexts for pre-service and in-service teachers. Her current role in Enfield involves the provision of training within the Federation schools. She provides bespoke advice and development sessions for individual class teachers on request and leads teams of LSAs across three-form entry primary schools. Jan also works with teachers to address their concerns about EAL assessment by drawing on resources that she has designed to meet this training need.

In partnership with colleagues Jan has developed a one-day course for EAL teachers and coordinators 'NALDIC Distinctiveness of EAL' which has been delivered at a number of venues in England and most recently at the University of Edinburgh.

In the next year, Jan will co-deliver, with ITE lecturers, EAL sessions for School Direct trainee students at the University of Hertfordshire and pilot the new NALDIC EAL Primary M Level Programme with teachers in North London.

Private training providers

Hounslow Language Service (HLS)

<http://www.ealhls.org.uk/>

The following information is based on an interview with the Managing Director (HLS) and information from the Hounslow Language Service website.

Hounslow Language Service was developed from a long-standing local authority EMAS team in Hounslow. They specialise in developing the language of English learners in the classroom (EAL/ESL). The Service comprises a team of EAL consultants with extensive experience of working in schools, and further and higher education institutions. They also deliver training at national and international conferences. The quality of their work has been recognised by OFSTED and Department for Education projects e.g. London Challenge. They highlight their key strengths as their reliability and flexibility when working with school leadership teams, teachers and support staff, in designing bespoke training and consultancy.

They run between 30-40 courses and at least one conference each year, in addition to school based INSET. There are usually 9-10 full day courses each term and a smaller number of twilight courses. They cover a variety of topics including:

- developing children's spoken language in Foundation Stage and Key Stage 1
- working with EAL beginners
- strategies to improve writing across the curriculum
- strategies to improve academic writing in secondary schools
- higher order reading skills
- EAL induction classes in secondary schools
- supporting EAL students in secondary science lessons
- specific courses for Teaching Assistants to support reading and writing
- assessing, target setting and tracking progress of EAL pupils
- effective communication with parents who speak EAL

Approximately 754 teachers and TAs attended their full-day courses in 2012/3..

They provide two accredited certificate courses

- LiLAC (Language in Learning Across the Curriculum) (25 teachers have attended the LiLAC courses run by the HLS. The team has found that the benefits of this high-cost training can be difficult to ascertain if there is no follow up training in school afterwards.)
- Raising the Achievement of EAL Learners across the curriculum in collaboration with St Mary's University College, Twickenham

The EAL Academy

<http://www.theealacademy.co.uk/>

The following information is based on an interview with Caroline Edwards, who is an EAL Consultant and EAL Academy team member. Information was also taken from the EAL Academy website

The EAL Academy has developed from a previously established local authority EMAS team in Islington. It brings together specialists with expertise across the fields of English as an additional language, ethnic minority achievement and the teaching of academic language.

The team has extensive experience across primary and secondary phases and in special schools, and is currently engaged in sixth form work. The participants include current and former school leaders, classroom practitioners and trainers and consultants.

They work across the country, but currently have a contract with Peterborough Learning partnership and are providing training and consultancy and developing hub schools in the city. Courses provided include:

New to English

This course provides attested approaches to integrating newly arrived pupils with little or no English into mainstream classrooms, generating staff confidence and ensuring pupil progress. It introduces participants to strategies that can be consistently applied by all staff. It covers the social, academic and linguistic issues faced by pupils with the aim of increasing motivation and ensuring academic achievement.

Advanced Bilingual Learners

This course provides successful strategies for developing the language skills of more advanced learners with English as an additional language in mainstream classrooms. It has a focus on building the relationship between speaking and listening and academic language and literacy skills.

Ethnic minority achievement online

This is the only fully online EMA course in the UK. Participants choose from a range of units according to their own needs. Discussion with other group members is crucial to develop a wider understanding of the issues effecting BME pupils. Tutors guide this dialogue through the discussion forums, which are central to each unit. Activities guide participants to successful approaches and effective practice, which are then tested and reported on by participants in their own institution.

The course starts with compulsory units on English as an Additional Language and Managing EAL and Ethnicity Data. Participants then choose a further four units from the following:

- Refugees
- Gender and Ethnicity
- Parental and Community Engagement
- Early Years and Diversity
- African Caribbean and Mixed Heritage Achievement
- Gypsy, Roma and Traveller Pupils

New units are added in response to course participant feedback.

Central Ethnic Minority achievement Hub (CEMA)

<http://cemahub.co.uk/about-us/>

The following information is based on an interview with Tricia Hodge, Managing Director of CEMA, Language/EAL Consultant and information from the CEMA website

CEMA began in 2007 as The West Midlands EAL Hub. They still have a steering group of members from the fourteen authorities in the West Midlands. This is a group of qualified EAL and EMA consultants with extensive experience across schools. CEMA is run as a community

interest company. They hold training events and courses in the Central Region, which are attended by people from all over the country. Some of their members are also available as independent consultants to offer bespoke training for schools.

CEMA hosts termly events which promote the needs of ethnic minority learners and learners of English as an Additional Language. They also provide courses for mainstream classroom teachers, EAL and EMA Coordinators and classroom assistants. They aim to support one another, to share information and to provide training for EMA specialists, school leaders, teachers and teaching assistants to develop aspects of EMA work in schools. The West Midlands EAL Hub still meets termly. Staff from Stoke, Coventry, Sandwell and Dudley have recently attended meetings.

The fourteen authorities promote EMA and EAL in a variety of different ways. Some of these authorities still have Ethnic Minority Achievement teams (Walsall) although some of these now consist of only one or two people (Stoke, Coventry, Staffordshire, Solihull, Telford) other authorities find consultancy in this area considerably depleted. Dudley, Birmingham and Sandwell no longer have central teams. CEMA's aim is to ensure that schools know where they can find support and training for EMA and EAL in the central region. Some of their members are employed by a local education authority or in schools, while others are now working independently.

CEMA provides a wide range of usually one-day courses/events with invited guest speakers and presenters. Since 2011 these have included:

- Collaborative Learning
- New Curriculum Issues for Literacy Leaders in Schools with EAL learners
- EAL and Mathematics in the New Primary Curriculum
- Classroom Assistants Supporting EAL Learners
- Developing Language and Learning with New Arrivals in Secondary Schools and Upper KS2
- Excellence in EAL Two Day Course
- All About Me – EAL Learners in the Early Years
- EAL and Grammar
- Oracy and Thinking
- Parents as First Educators
- Reading for Life for EAL Learners
- Fair Play: Holding Ourselves to Account
- ICT/EAL at Coventry

CEMA reported that schools are becoming increasingly reluctant to release staff or send them for training outside of their own Local Authority and that the majority of applicants/attendees tend to be teaching assistants.

Kick Start

<http://www.kickstartenterprise.com/>

The following information is based on an interview with the Manager/Senior Consultant at Kick Start and information from the Kick Start website

The company works closely with schools in Bristol and North East Somerset providing training and consultancy including capacity building for leaders and helping to raise the attainment levels of vulnerable groups. It offers all teaching staff and school governors afternoon training sessions to support schools' capacity to raise the attainment of vulnerable groups. The training sessions are cross phase (for Early Years settings, primary and secondary schools) from any sector of education, and are presented by qualified education consultants with many years of experience in narrowing the gap for vulnerable groups in schools. All training sessions offer a range of EAL specific courses at two levels as well as more general training. These include:

- Induction and assessment of newly arrived pupils
- Supporting the language development of pupils new to English
- Developing support for advanced bilingual learners
- Developing support for the achievement of African Caribbean Black pupils
- Developing support for pupils from disadvantaged socio-economic backgrounds

Kick Start hosts termly network meetings for EMA leaders which are free to staff in Bristol and North East Somerset.

The team runs these and other bespoke courses for staff in schools and settings, with clusters and federations locally or nationally. They have found that schools in Bristol and North East Somerset prefer bespoke training to sending people on courses outside the school. In 2012-2013 36 people working in the Early Years and 17 people working in secondary schools attended central training sessions. They also provided school based training for 27 people in secondary schools, 123 people in primary schools and 11 people working in the Early Years.