

NALDIC Annual Report to the Membership 2019-2020

21st November 2020

NALDIC's key priorities are:

Priority 1: To continue to develop the professional field of EAL

Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and their teachers

Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning

Priority 4: To promote the role of bilingualism in education

Priority 5: To sustain NALDIC's role through investigating and developing new organisational models

This annual report outlines the activities that have been undertaken during the year to address our priorities and key aims and describes the progress made in maintaining support for all working in the field of EAL.

In November 2019, NALDIC's stated aims for 2019-2020 were to:

1. to build capacity in the executive committee to become a more effective organisation by:
 - a) increasing the numbers of co-optees with specific roles/responsibilities
 - b) increasing participation from the membership to contribute to sub-committees and projects
2. to develop publication materials which offer NALDIC position statements on key issues
3. to develop and implement more training and CPD-oriented events for NALDIC members and beyond
4. to enhance our role as advocates for EAL learners and teachers

Priority 1: To continue to develop the professional field of EAL

Expected outcomes: the continued promotion and awareness raising of EAL as a specialist curriculum subject area; of EAL as a distinctive pedagogic practice; and of the role of EAL specialist teachers and teaching assistants

NALDIC's 27th Annual Conference, held at King's College London, explored "inclusive practices in multilingual classrooms". It was very well received, with evaluations commenting on the 'inspiring Keynote speakers' who 'nicely complemented each other'. There was a 'very welcoming atmosphere' and colleagues 'came away with lots of practical ideas and contacts'. Our Conference Report can be found in [EAL Journal Issue 11](#), whilst resources from the day and previous conferences can be found [here](#). Linked to the theme of the conference, our new pamphlet "*Guide to working with EAL learners with special educational needs and disabilities (SEND)*", was published later in the year. It has been received enthusiastically by members who can continue to [access it online](#). This year's theme for both conference and the pamphlet was very well received by our members and delegates, who have commented that this is a theme they would be happy to revisit again in the future.

Our [Regional Interest Groups](#) have had another very active start to the year, with most having at least one meeting before the nation went into lockdown. In the Autumn Term, seven of our RIGs met to share good

National Association for Language Development in the Curriculum

Registered Address: % Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales

Charity Registration No: 1110570 | Company Registration No 5159760.

NALDIC Annual Report to the Membership 2019-2020

practice and research in their regions and to consider current issues and developments connected with EAL learners. Meetings focused on topics as wide ranging as: good practice for new arrivals, the provision of whole-staff EAL training, the new Ofsted framework, EAL assessment, linguaphobia, monolingual discourses and culturally inclusive practices and parental engagement. Additionally, just before last year's conference, the South London RIG was successfully relaunched by colleagues at the Universities of Roehampton and Kingston. However, unfortunately, after just two meetings, co-convenor, Shiv Quinlan became too ill to continue and sadly died at the end of August. Our thoughts are with her husband and daughter as we thank her for her valuable support of NALDIC for many years. An obituary will appear in the Spring Edition of *EAL Journal*. After we all went into lockdown, the Oxfordshire RIG led the way by hosting our first online RIG meeting, which was very well attended. A re-recording of the main presentation by guest speaker Hamish Chalmers can be viewed on our YouTube channel [here](#). We are extremely grateful to Dianne Excell, our RIGs & SIGs Coordinator, and all our convenors for their commitment to keeping our valued network going in a variety of ways through such challenging times. We appreciate that Covid restrictions and extra pressure on EAL practitioners has made the task considerably more difficult. Our two SIGs, the [NALDIC Independent Schools SIG](#) and [NALDIC British International Schools SIG](#), which comprise 98 and 103 members respectively, allow members around the world to network via Facebook. All details of NALDIC's RIGs and SIGs can be found on our [website](#) including contact details and [dates](#) of future meetings.

Although much reduced this year, NALDIC has continued to be represented by committee members at networks and events. We produced well attended webinars with The Bell Foundation and also the Chartered College of Teaching.

Priority 2: To develop NALDIC's advocacy role on behalf of EAL/Bilingual learners and those working in the EAL field

Expected outcomes: Equitable provision for EAL learners.

On 30th April 2020, NALDIC published a response to Ofqual's guidance to teachers, students, parents and carers on how Summer 2020 grades would be calculated in the face of the cancellation of examinations due to the Covid-10 pandemic. Our statement highlighted key areas for teachers' consideration when considering what grade to assign to EAL learners in their schools. Our full response can be found [here](#).

Priority 3: To continue to define and develop effective provision for EAL learners and the role of languages in learning

Expected outcomes: Effective EAL pedagogy is made explicit and continues to be developed and disseminated.

After her first issue in Summer 2019, Christina Richardson has overseen the publication of three further issues of *EAL Journal* this year on the themes of "Hands up for training! What works well and what's needed?", the very timely "Harnessing the power of technology" and "Supporting Young Refugees". These have each included NALDIC Policy Position statements. The first statement, "A multilingual country in a multilingual world", encourages us to shed a monolingual mindset, embrace a multilingual and multicultural Britain, and explore what constitutes an evidence-based multilingual pedagogy. This sets the tone well for the conference we have been planning this year - #naldic28 'Multilingual Britain: Successes, challenges and future directions'. In the second statement, NALDIC discusses our position on "Evidence Informed Education". The third statement discusses the challenges facing EAL learners "Learning through lockdown" and how NALDIC was responding to support our community of professionals. Members can access [electronic versions](#) of all issue of *EAL Journal* on the NALDIC website.

National Association for Language Development in the Curriculum

Registered Address: % Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales

Charity Registration No: 1110570 | Company Registration No 5159760.

NALDIC Annual Report to the Membership 2019-2020

New posts have continued to be published on our [EAL Journal blog](#). We have published blog posts about practice, policy, the wider EAL community, research and activism. The blog is free to view for everyone, members and non-members alike, and has a growing audience. As the lockdown began, we drew on the wider EAL community, curating and publishing a crowd-sourced compendium of [resources for use with EAL learners during school closures](#). We followed this up with a series of [home learning activities posts](#) from a variety of authors.

We published the second in our series of pamphlets to support teachers in meeting the needs of EAL learners. The pamphlet, “*Guide to working with EAL learners with special educational needs and disabilities (SEND)*”, outlines key guidance in relation to working with multilingual learners with SEND. It provides an overview of key definitions and characteristics of different areas of SEND and considers how they may impact on language learning, focusing on two specific learning differences: dyslexia and autism. A hard copy was sent out with *EAL Journal* during the year and is available free of charge to members as a [PDF download](#). The pamphlet was very well received by the membership.

In April and May, we ran two very popular webinars with The Bell Foundation discussing “expert advice on supporting the learning of EAL pupils during and after school closures”. They can be found on our YouTube channel [here](#) and [here](#). In October, we partnered with the Chartered College of Teaching for the first of a series of termly CPD webinars for NALDIC and CCT members about EAL. The first, “Effective teaching for EAL learners”, introduced the audience to some research-to-practice ideas for great EAL pedagogy. The recording can be found [here](#).

Over the past year, a small group of volunteers have responded to hundreds of enquiries from both members and non-members of the organisation. Many of those enquiries have come from the UK but NALDIC also receives an increasing number of enquiries from areas outside the UK, covering a variety of issues related to EAL provision, resources, professional learning and development.

NALDIC’s online forum, [EAL-Bilingual](#), continues to be a generous group through which practitioners and experts from a range of different contexts share information and resources. A great deal of practical and professional information is communicated through this forum which is particularly important for those working with little or no support.

Priority 4: To promote the role of bilingualism in education

Expected outcomes: An enhanced awareness and increased knowledge about the value of bilingualism to bilingual learners’ academic achievement.

Both our [EAL Journal](#) publication and our [EAL Journal Blog](#) have been proactive in terms of highlighting the promotion of bilingualism and use of first language as a tool for learning.

One year on, we have seen over 450 student teachers take advantage of our new free e-membership category for students in Initial Teacher Education. This was in part a response to the findings of the annual Newly Qualified Teachers (NQT) survey, which year on year finds that NQTs feel least well prepared by their ITE to meet the needs of EAL learners. We hope that this will help to reduce the proportion of NQTs who feel inadequately equipped for EAL, raise the profile of EAL among trainee teachers, bring EAL conversations into university classrooms and staffrooms, and encourage career-long interest in education for multilingual learners once students are in service.

National Association for Language Development in the Curriculum

Registered Address: % Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales

Charity Registration No: 1110570 | Company Registration No 5159760.

NALDIC Annual Report to the Membership 2019-2020

Priority 5: To sustain NALDIC's role through investigating and developing new organisational models

Expected outcomes: NALDIC administration is perceived to be more responsive to members and contributes to an enhanced strategic role for NALDIC

In line with NALDIC's Articles and Memorandum of Association, one third of NALDIC Trustees retire annually and elections are held for the vacancies. The three Trustees who retired are Hamish Chalmers (Vice-Chair of NALDIC), Constant Leung (Chair of Publications), Dianne Excell (RIGs and SIGs Coordinator). We received nominations from Hamish Chalmers, Constant Leung and Naomi Flynn (Chair of Events), who were elected as trustees for a three-year term. Dianne Excell chose to stand down after many years of dedication to NALDIC as a Trustee/Director. We are grateful that she has agreed to continue to coordinate and support our RIGs as a co-opted member of the Executive and Events Committees.

We have welcomed new co-optee Joanna Borysiak to the Executive this year. We are planning to continue to expand the committee's membership as required to further increase our capacity to lead NALDIC towards meeting our aims for 2020-2021. Hamish Chalmers, Constant Leung and Naomi Flynn have agreed to continue their roles in the NALDIC Executive and subcommittees.

You can find out more about the volunteers who make up our committees and our part-time staff [here](#).

Since the initial lockdown in March, we have not had access to our Head Office at the University of Edinburgh. We would like to thank Jing Xu and Lee Allan for maintaining our operations. The move to working virtually has required that we invest in further hardware, software and online resources to facilitate administrative and operational functions, as well as our wider activities.

NALDIC's paying membership has reduced slightly. We have 624 paying members, with a further 515 individuals who are 'team members' via an institution, and 461 free ITE student members.

NALDIC's finances have shown a net deficit this year, with reduced membership income and increased spending on publications, admin and the development of the NALDIC website. We are continuing to look at ways of attracting new paying members, as this is our main source of income, as well as other sources of revenue.

Conclusion

Considering that the Covid-19 pandemic has required us to curtail or modify many of our activities, NALDIC has made relatively good progress with reference to our stated aims for 2019-2020. It has built capacity through co-opting new members of the Executive Committee representing broad expertise and experience. It has continued to promote and provide information about EAL pedagogy through the EAL Journal, the pamphlet series, the RIGs network, and by presenting keynote speeches and delivering webinars. It has started a more robust approach to responding to government initiatives, policy and practice when they relate to EAL learners. With the introduction of free e-membership for students in Initial Teacher Education we are helping to ensure that EAL awareness is developed from the moment an individual begins their journey in teaching and continues into service. In 2020-2021, we want to continue to prioritise greater engagement with our membership in terms of writing for *EAL Journal* and the EAL Journal Blog, getting involved with the governance of NALDIC, and promoting the work of NALDIC through its network of regional interest groups.

National Association for Language Development in the Curriculum

Registered Address: % Prof Victoria Murphy | Department of Education | University of Oxford | 15 Norham Gardens | Oxford | OX2 6PY

NALDIC is a Registered Charity and Company Limited by Guarantee, registered in England and Wales

Charity Registration No: 1110570 | Company Registration No 5159760.

NALDIC Annual Report to the Membership 2019-2020

Our aims for 2020-2021:

1. to build capacity in the executive committee to become a more effective organisation by:
 - a. increasing the numbers of co-optees with specific roles/responsibilities
 - b. increasing participation from the membership to contribute to sub-committees and projects
2. to develop publication materials which offer NALDIC position statements on key issues
3. to develop and implement more training and CPD-oriented events for NALDIC members and beyond
4. to enhance our role as advocates for EAL learners and teachers

These aims will be kept under review and will be amended in the light of any emerging issues and changes in the educational landscape.

As ever, we look forward to working with you to achieve our new aims to develop the organisation and sincerely value your support as members of NALDIC.

NALDIC Executive