

**Coordinator for NALDIC CPD courses  
EAL Coordinator/Specialist Teacher course and Primary Mainstream Teacher course**

**Outline of the project**

It is intended that these course of study will be equivalent to 20 credits at M level. Accreditation will be sought once the courses have been developed.

The courses will be designed for study over one academic year and each course will involve 30 hours of face-to-face teaching (5/6 full days or 10/12 half days/twilight or a mixture), 30 hours of supported distance learning including 10 hours of on-line tutorials, 60 hours of school based activities, 30 hours for preparation of an assessed final project and 50 hours of personal study.

The course content and coverage for the **EAL coordinator / Specialist Teacher** course should be accessible to and appropriate for participants working in all phases from early years to upper secondary.

**The proposed modules are as follows:**

Module	Proposed title	Indicative content
Module 1	Bilingual learners in schools and society	Current context within a historical perspective. Linguistic, socio-economic and cultural backgrounds of learners. Bilingualism and bilingual development.
Module 2	The Distinctiveness of EAL: additional language knowledge and use	Theoretical perspectives on additional language development. EAL pedagogy and practice. The learner's task.
Module 3	Language learning across the curriculum	Learning in and through English. The importance of talk. Beyond vocabulary learning. Utilising the first language in learning.
Module 4	EAL Assessment and information management	Approaches to assessment. Assessing EAL learners. Collecting and sharing data.
Module 5	Planning for language integration and development (Language and Content)	Approaches to planning for language and content integration for learners at different stages and in different subject areas.
Module 6	Developing staff knowledge and understanding: the role of the coordinator	The myriad roles: leader, information provider, organiser, facilitator, advocate, promoter etc. Supporting staff individually, in groups and at whole school level through modelling, group sessions, projects.
Module 7	Working effectively with other professionals: partnership and collaboration	Roles, relationships and ways of working – support, cooperative, collaborative, partnership
Module 8	EAL and additional educational needs	The distinction between EAL and additional needs. Supporting children who are EAL learners and have additional needs.

Module 9	Identifying and evaluating resources for learning	Examining and critically evaluating a range of resources (on-line, audio, video, text, visual)
Module 10	Developing whole school policies and approaches	Developing a language rich and responsive environment. Tackling racism and discrimination. Empowering learners and staff. Developing policy.

The course content and coverage for the **Primary Mainstream Teacher course** should be accessible to and appropriate for participants working in primary schools with children from 3-11 years of age.

**The proposed modules are as follows:**

Module	Proposed title	Indicative content
Module 1	Bilingual learners in primary schools	Current context within a historical perspective. Linguistic, socio-economic and cultural backgrounds of learners. Bilingualism and bilingual development.
Module 2	The Distinctiveness of EAL and the EAL learner's task	Theoretical perspectives on additional language development. EAL pedagogy and practice. The learner's task.
Module 3	Speaking and Listening (Early Stage learners)	Theoretical perspectives. The importance of talk in learning EAL. Exploratory talk. Listening and speaking activities. Talking partners. Utilising the first language in learning.
Module 4	Speaking and Listening (More advanced EAL learners)	Learning in and through English. Activities to support listening and speaking development. Collaborative learning. Presentations.
Module 5	Reading (Early Stage learners)	Theoretical perspectives. Phonics. The reading process. Reading for meaning. Choice of texts. Reading activities. Utilising the first language in learning.
Module 6	Reading (More advanced EAL learners)	Narrative and non-narrative texts. Reading across the curriculum. Culture, identity and bias. Comprehension. Critical literacy. Use of ICT.
Module 7	Writing (Early Stage EAL Learners)	Theoretical perspectives. Writing systems. Scaffolds and frames. Writing activities. Utilising the first language in learning.
Module 8	Writing (More Advanced EAL Learners)	Text types. Writing across the curriculum. Grammar. Writing partners. Activities to support writing development. Use of ICT.
Module 9	Assessment	Approaches to assessment. Analysing children's writing. Assessing EAL learners.
Module 10	Planning for progression and Language Development	Planning frameworks. Working with others. Team working. Resources. Developing a language rich and responsive environment.

**Requirements for each course**

We envisage that each module will require a total of 20 hours study time including 5 hours for personal study so in reality 15 hours per module. Key points include:

The material should encompass a range of media – print, visual, video and audio.

- Three hours per module should be material for the face-to-face teaching sessions – this may include slides, summaries of presentations, handouts, extracts from articles, task sheets, video or audio clips, etc.
- Three to four hours should be material for distance learning. This is likely to include theory or research based articles to be read or tasks to be carried out and discussed in on-line tutorials. It is envisaged that there will be one hour long tutorial per module – probably, and initially, using skype.
- For seven to eight hours students should be directed to carry out activities in their work places. Clear and comprehensive guidance for each activity needs to be provided with an indication of the expected time it will take and any necessary pre-conditions or requirements. Activities could include: finding out background information about a child; searching the web to increase their knowledge of a child's country of origin; planning and teaching a lesson and evaluating it; observing a child; evaluating a child's written work; working with a teacher or TA to plan a lesson; developing a whole school project; making a poster for display etc. More practically oriented reading activities could also be given. The activities should be varied, relevant for a range of contexts (or differentiated) and have a clear developmental purpose.
- Activities relating to the final assessed project should come at the end of each module. These should involve one-two hours per week and will include reading. Ideas for the final project will be developed with the steering group but could include an evaluation of resources or a small scale piece of research in the participant's school with a literature review.
- Each module should contain a statement of aims (3) and learning outcomes (4) and a brief 200 word introduction to the module.
- A suggested reading list should be provided for each module – a mix of chapters from books, articles, web sites etc. Care should be taken that these are all open access.
- A full reference list including web references should be provided in Harvard format.
- A list of acknowledgements should be provided.

Copyright for the material will rest with NALDIC. It is the responsibility of the module authors to ensure that permission has been obtained for the use of any copyright material. Copies of any permissions must be submitted to NALDIC.

**The coordinator will:**

1. Liaise with the course materials authors /developers for each course and agree course content, structure, style, presentation.
2. Author up to 20% of course materials for each course, especially in areas of overlap
3. Quality assure the course materials including critical reading and issues relating to equity, diversity and entitlement
4. Develop the final assignment/assessment element in liaison with the steering group
5. Seek accreditation for the courses in liaison with the steering group

6. Report progress to the Steering Group
7. Brief and liaise with tutors appointed to teach the courses
8. Organize and coordinate recruitment for the two pilot courses in liaison with the steering committee and office manager

### **Coordinator specification**

1. Qualified and experienced teacher
2. Experienced teacher educator
3. EAL specialist knowledge
4. Recent experience in schools (primary and secondary)
5. Recent experience in providing CPD in EAL
6. Good organisational and time keeping skills
7. Self motivated and able to work independently/without supervision
8. Good knowledge of ICT and online support for students
9. Committed to equality and diversity
10. NALDIC member

We hope to be able to award this contract in February 2013. Materials in a useable format will need to be ready by end May 2013. Drafts of all units will need to be available for critical feedback by end April 2013. The completion of the pilot courses will be August 2014.

The contract duration will therefore be from February 2013 to August 2014.

### **Payment terms and conditions**

The contract payment will be a fixed sum of £3,000. £2000 will be paid on final submission of the materials (subject to the approval of the steering committee) and £1000 in September 2013.