Course materials author/developer NALDIC CPD course
Primary Mainstream Teacher Course

Outline of the project

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

The course will be designed for study over one academic year and will involve 30 hours of face-to-face teaching (5/6 full days or 10/12 half days/twilights 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 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 leaner'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

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 Primary Mainstream Teacher course materials author / developer role will:

1. Liaise with the project CPD coordinator and agree course content, structure, style, presentation.

2. Develop course and materials as detailed under requirements above

3. Ensure that due attention is paid to equity, diversity and entitlement in course development

4. Integrate the final assignment/assessment element into the materials

5. Prepare tutor notes to support course delivery

Course materials author/developer specification

1. Qualified and experienced teacher

2. Experienced teacher educator

3. EAL specialist knowledge

4. Recent experience in primary schools

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. The timescale for completion of the course materials/development will be the end of May 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.

Payment terms and conditions

The contract payment will be a fixed sum of £3,000. This will be payable on final submission (subject to the approval of the steering committee).