

NALDIC Annual Report to the Membership: 2009-2010

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

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

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

Priority 4: To promote the role of bilingualism in education

Priority 5: Continue to develop NALDIC's administrative and strategic functions

In this annual report we outline the activities we have undertaken to address these strands and the progress made in enhancing provision for bilingual learners in our schools.

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.

In February 2009 NALDIC published the National Audit of English as an Additional Language Training and Development provision on behalf of the TDA. The major gap in teacher training and development identified through this audit was sustained and accredited CPD for EAL specialists and coordinators http://www.naldic.org.uk/docs/support/documents/audit_englishasanatlanguage.pdf. Over the past year, we have therefore supported the TDA's 5 Year Strategy to promote the development of the EAL workforce in schools. We have argued that EAL as a whole school and cross curricular concern as well as distinctive subject area needs to be led by specialist teachers and managers whose work is validated through the development of accredited specialist training which focuses on EAL pedagogical issues. This is the hallmark of many of the most successful approaches internationally. In our view this accredited specialist training should encompass specialist initial teaching qualifications and post graduate specialist qualifications in EAL. Through the TDA EAL 5 Year Strategy initiatives, we have worked with colleagues around the country to identify the core content of such qualifications as a 'first step' to developing a clear and sustainable route to specialization.

Alongside this work to secure the future of EAL as a specialism, we have continued to support new and existing mainstream teachers to make effective provision for EAL learners. Much of our effort in this area can be viewed at our web-based EAL Subject Resource Network. The development of this website (<http://www.naldic.org.uk/ittseal2/index.cfm>) was funded by the TDA. It is a free, practical resource which attracted more than 100,000 visitors this year. The focus is to support teachers and their tutors to take practical account of EAL learners in their teaching and to provide resources to enable them to do so.

We have also made an active contribution to the development of a pan European project to explore the qualification needs of teachers working with second/additional language learners in a mainstream context across Europe. Funded by Comenius, the aim of the project is to improve the pre- and in-service training of all teachers working with such pupils by developing and promoting a competence-based European Core Curriculum for teacher education across member states. The project has developed the concept of 'Inclusive Academic Language Teaching' for bilingual pupils and will launch core curriculum modules for teacher education. We are delighted to be celebrating this through hosting a joint conference with Kings College London to explore these concepts and showcase practical examples of work around initial teacher education for diversity and content/language integration.

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

Expected outcomes: Equitable provision for EAL learners.

Much of our advocacy work this year has been directed at preserving provision for bilingual and EAL learners against the backdrop of a worsening economic situation. We launched our 'No to mainstreaming EMA funding' campaign in April and through a programme of NALDIC meetings and focus groups have developed briefings and responded to consultations including:

- NALDIC Briefing on the Consultation on the future of school funding - Introducing the pupil premium September 2010
- NALDIC Response - DCSF/DFE Consultation on the future distribution of school funding May 2010
- Executive summary of NALDIC Response - DCSF Consultation on the future distribution of school funding April 2010
- NALDIC Briefing on DCSF Consultation on the future distribution of school funding April 2010

All these responses and reports, and many more, are available on the key documents page of our website at <http://www.naldic.org.uk/docs/resources/KeyDocs.cfm>.

Alongside these formal statements, Executive and General Council members have continued to lobby locally and nationally for equitable provision for bilingual learners. We have encouraged members to express their concerns individually to their local MPs and have used our new Twitter platform to tweet our concerns and to support our campaign. In June we also made a Freedom of Information request to the government to make publicly available the equality impact assessment of proposed changes to the funding for EAL and bilingual pupils. This noted that whilst an adverse impact was unlikely, there '*is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable*'. Executive members have also been active in lobbying for 'fair funding' for bilingual learners in meetings with and representations to bodies such as the Council for Subject Associations (CfSA) the NUT, TDA, OFSTED, National Strategies, and the DCSF/DfE. As a result of our efforts the government has recognised that there are '*particular concerns*' around the proposals to mainstream the EMA grant although their response to this high level of concern is still unclear.

(<http://www.education.gov.uk/consultations/downloadableDocs/Results%20of%20Funding%20Consultation.doc>)

We have also been represented at meetings of the European Council for Modern Languages Marille Project looking at majority language teaching in plurilingual classrooms and have contributed to the Council of Europe platform on Languages of and for Schooling

http://www.coe.int/t/dg4/linguistic/ListDocs_Geneva2010.asp#TopOfPage

At a more local level we have supported specialist teachers and teams whose vital work is being put at risk by attempts to reduce spending.

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

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

This year has been marked by a number of successful and innovative collaborations to promote and disseminate EAL pedagogy. In collaboration with Sage, a major publisher, we published a new NALDIC book - *English as an Additional Language – a reader for teachers working with linguistic minority pupil*.

Edited by Constant Leung and Angela Creese, this work was published in 2010 and is proving a valuable resource to teachers and teacher educators both in the UK and overseas.

In a new and exciting development, NALDIC also collaborated with Pearson Education, a major publisher of educational materials, to develop resources to support mainstream teachers with bilingual students in their English and Science GCSE classes. With Pearson, NALDIC has developed mainstream teacher guidance for supporting bilingual pupils within GCSE classes. This guidance is reproduced in a suite of nine Teacher books covering Edexcel, AQA and WJEC/CBAC 2010 GCSE English. These teacher books also contain lesson-by-lesson advice focussed on EAL learners. We are immensely pleased that a leading educational publisher has sought to reflect the reality of our linguistically diverse classrooms in their course books and materials and delighted by the warm reception that the materials have received. This project has now been extended to Edexcel GCSE Science and the course books for these will be published in the forthcoming year.

A further strand of our work has been in extending the availability of high quality, low cost EAL CPD nationally through collaborative ventures with a range of partners. In June 2010 we collaborated with St Marylebone C of E School in Westminster to co-produce an excellent conference focusing on Advanced Bilingual Learners. We have also developed and trialled our new 'The Distinctiveness of EAL' CPD. This one day course aims to explore the background to current thinking in the field of EAL and consider implications of this for EAL teaching in schools. Participants focus on the theoretical underpinning for EAL pedagogy, and use and evaluate a range of practical activities and tasks for integrating the teaching of language and content. The target audience is EAL specialist teachers, coordinators or advisory staff and participants are assumed to have a background knowledge of EAL teaching and learning. Our next training day is in Swindon on 25th November 2010. NALDIC is committed to offering opportunities for schools, local authorities and other organisations to collaborate with us by hosting high quality EAL CPD in their regions.

This year has also been a particularly active one for our publications committee. We have produced four stimulating issues of our *NALDIC Quarterly* covering: EAL in International Schools; Integrated Language Integrated Curriculum; The future for EAL and Language across the Curriculum. We also published Occasional Paper 23 which explored the value of synthetic phonics in supporting the development of the reading skills of bilingual learners. Occasional Paper 24 examined how well initial teacher training and induction prepared student and newly qualified teachers for teaching bilingual pupils. Our fifth set of Practice Papers included immensely valuable accounts of how colleagues have taught mathematics and Shakespeare to bilingual learners in mainstream classrooms. Publications committee have also given a much needed and distinctive facelift to our series publications.

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.

NALDIC was delighted to publish Working Paper 9 Developing a Bilingual Pedagogy for UK Schools. This publication was developed collaboratively by the working group between 2005 and 2009 and shared understandings about the use of bilingual pedagogies for bilingual students and staff. As such, it represented a significant advance in our thinking about the development of children's bilingualism through these pedagogies and has been a particularly successful and influential publication. For example, it is now included as required reading in some courses for initial teacher education.

NALDIC's 17th Conference, with the theme, 'Integrated Language, Integrated Curriculum', held at Reading University, was another runaway success, with a core focus on bilingualism. In keeping with established NALDIC practice, we invited keynote speakers from outside the UK. This time they were from the US, Professor Ofelia Garcia and Professor Maggie Hawkins, and from Canada, Professor Heather Lotherington, to whom we owe a particular debt of thanks for stepping in at short notice to cover for

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Kelleen Toohey. Some participants told us in their evaluations that they would like to hear from more home-grown speakers steeped in the UK experience of EAL and whilst we intend to honour that request at a future conference we remain committed to the idea that sometimes reaching outwards can be a more effective way to better understand what is happening within.

There were rich, diverse and well-received contributions from various parts of the UK by Oksana Afitska, Jean Conteh, Ann Elisabeth Jones, Constant Leung and Cathie Wallace (England), Jonathan Brentnall (Wales), Yvonne Foley (Scotland) and Charmian Kenner, Mahera Ruby and Eve Gregory (England). We were also treated to a session from Ricardo Otheguy and Ofelia Garcia. The line up included some fascinating and cutting-edge insights into recent research both here and abroad, that expanded not only our thinking about the philosophical, theoretical and conceptual underpinnings of our work, but also about some of the practical, technological, and pedagogical tools and approaches that are at our disposal.

We are particularly grateful to Ofelia Garcia for generously giving her permission for us to screen her keynote address on 'translanguaging' on our YouTube channel, one of the most popular in the not for profit sector (<http://www.youtube.com/user/NALDICvideo>). We are continuing to develop videos for the site and welcome the further involvement of members.

Priority 5: Continue to develop NALDIC's administrative and strategic functions

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

This was our first full year at the University of Reading with our permanent support officer Maggs Harrison. Our stay at Reading has been somewhat difficult as due to extensive remodelling of the London Road campus we have already moved offices once and will be making a further move in January 2011. Despite this we feel we have maintained our level of service and are particularly pleased that we have been able to reduce costs this year by making more extensive use of electronic communication. We are also now able to accept payments by credit card which is already proving useful in supporting our publication and conference sales, particularly for members and colleagues based overseas. It is clear that charities such as NALDIC face difficult financial times ahead and we look forward to hearing from the government how voluntary organisations can be sustained and supported to expand in the difficult economic climate.

Conclusion

Looking back over this year we can see that two key themes have emerged - Challenge and Collaboration. NALDIC has argued, and continues to do so, that supporting the achievement of bilingual pupils learning English as an additional language requires time, support and funding which is equivalent to that provided to learners studying any other subject in preparation for fruitful futures and working lives. With your support we will continue to champion the educational needs of bilingual learners and their teachers and challenge policies and practices which leave their language education to chance and circumstance. We also face huge challenges, both as an organisation and as a field. But what is most promising and provides us with hope for the future is the range of collaborations which have opened up for us over the past year. It is through such collaborations, with the continued support of members, that we hope to bring equitable provision for bilingual learners a little nearer.