

Handout 1a: Different models of collaboration
(Adapted from Creese (2005) citing Bourne and McPake (1991))

Models of Collaboration	Characteristics	Advantages	Disadvantages
Withdrawal	Child/Children taken out of class and taught separately by EAL teacher or TA. Usually requires some kind of teacher collaboration.		Tends to marginalise the EAL teachers / TAs.
Support teaching	Language support teacher / TA working with targeted child/children in lesson planned and delivered by Class Teacher.	Can be quite flexible in responding to pupils' needs.	
Co-operative Teaching	Two practitioners planning the curriculum and teaching strategies together, taking account of children's needs. Equal status and responsibility, taking turns to lead the class.	EAL practitioner able to identify potential pitfalls for EAL learners	
Partnership teaching	Co-operative teaching plus – allows for practitioners to develop the curriculum while also developing themselves. Emphasis on reviewing practice, setting short-term goals, experimenting (teacher action research), evaluating results and disseminating results to the rest of the school.		

Handout 1b: Different models of collaboration
(Adapted from Creese (2005) citing Bourne and McPake (1991))

Models of Collaboration	Characteristics	Advantages	Disadvantages
Withdrawal	Child/Children taken out of class and taught separately by EAL teacher or TA. Usually requires some kind of teacher collaboration.	Can be used to prepare learners for what is to be taught, or reinforce what has been taught. Individual, and often valuable, focus on the learner.	Tends to marginalise the EAL teachers / TAs. May make little impact on whole-school practice.
Support teaching	Language support teacher / TA working with targeted child/children in lesson planned and delivered by Class Teacher.	Can be quite flexible in responding to pupils' needs. May detect teaching and learning issues as they arise. Often provides important learning opportunities for individual learners.	May also marginalise the EAL teacher / TA – teachers not seen as central to institutional practice. EAL teacher lacks control in the classroom. Not involved in planning so do not usually know what will happen in the lesson – teaching can be ad hoc.
Co-operative Teaching	Two practitioners planning the curriculum and teaching strategies together, taking account of children's needs. Equal status and responsibility, taking turns to lead the class.	EAL practitioner able to identify potential pitfalls for EAL learners. Greater timetable continuity. Language learning integrated with subject learning.	Time for collaboration needs to be built in. Ground rules must be clear.
Partnership teaching	Co-operative teaching plus – allows for practitioners to develop the curriculum while also developing themselves. Emphasis on reviewing practice, setting short-term goals, experimenting (teacher action research), evaluating results and disseminating results to the rest of the school.	Pairs/groups of teachers work together to develop curriculum responsive to all learners' language needs and abilities. Teachers learn from each other, share repertoires, extend knowledge. Language has a more central place on school's agenda. Good practice / materials are disseminated to wider audience.	Requires strong commitment, shared goals, openness. Need for both partners to work hard to break down inequalities in the relationship. May be difficult to maintain – need institutional support.

Handout 2b: Communication between home and school

Read Cable (2004) pp212-215, 'Mediating communication between home and school'

Mediating communication between home and school	Formal	Informal
Curriculum-related		
Problem-solving		
Putting the parents' point of view		

Handout 3

Roles and Responsibilities identified in the TAs' interviews	Zaitoun	Carolina
Working with EAL new arrivals	√	√
Working with later stage EAL learners		√
Providing in-class support	√	√
Working with small groups / individuals	√	√
Assessing EAL learners' skills in English	√	√
Assessing EAL learners in their mother-tongue	√	√
Managing their own deployment	√	√
Liaising with parents	√	√
Having access to teachers' planning	√	√
Planning for EAL learners / contributing ideas to planning	√	√
Co-teaching with the mainstream teacher	√	
Preparing resources	√	√
Translating resources	√	√
Feeding back information about EAL learners' progress to teachers	√	√
Keeping records about EAL learners' progress	√	√
Acting as advocates on behalf of EAL learners		√
Providing bilingual support	√	√
Promoting learner independence	√	√
Attending INSET	√	
Delivering INSET		√
Promoting cultural diversity	√	√
Challenging stereotypical views	√	√
Teaching strategies used		
Collaborative learning		√
KWL grids		√
Activating prior learning	√	√
Using the internet and other ICT support	√	√
Phonics work (PIPs)	√	
Other responsibilities identified by teachers		
Supporting behaviour management		√
Supporting in tests		√
Supporting staff	√	√
Contributing to standards	√	√
Influencing teachers' practice	√	√

Handout 4a: Planning and teaching framework which takes account of pupils learning EAL

ALL PUPILS	FOCUS FOR TEACHERS	PUPILS WITH EAL
<ul style="list-style-type: none"> • previous curriculum or skills knowledge • level of literacy, numeracy etc. • optimum teaching style and organisation for class and age group 	<p>PLANNING KNOWLEDGE</p>	<ul style="list-style-type: none"> • level of spoken and written English • previous educational experience • level of curriculum subject knowledge • other languages used • cultural and social differences • language development aims • review of classroom management, organisation, routines to support EAL learners academically, socially and culturally
<ul style="list-style-type: none"> • curriculum content • teaching/learning objectives for lesson/ week/ unit/ term. 	<p>CURRICULUM KNOWLEDGE, CONCEPTS, SKILLS, LANGUAGE</p>	<p>EAL learners need:</p> <ul style="list-style-type: none"> • content-based language: vocabulary, language structures, functions and grammar • content-related language: additional language learning • modelling at sentence and text/genre level • 'learning how to learn' skills • socio-cultural knowledge • modification of subject content knowledge/printed materials
<ul style="list-style-type: none"> • teaching strategy e.g. talk and board work, OHP of text, textbook, worksheet, video, demonstration, practical, explanation of activity etc. 	<p>DELIVERING THE CONTENT - TEACHING</p>	<ul style="list-style-type: none"> • 'brainstorming' and semantic webbing/mapping • contextual and visual support • graphic organisers (e.g. charts) • teacher modelling / focused and appropriate teacher-pupil oral interaction • use of L1 support
<ul style="list-style-type: none"> • learning activities/ reinforcement: writing tasks, practical activities, collaborative activities, DARTS, worksheets, etc. 	<p>ACTIVITIES FOR LEARNING</p>	<ul style="list-style-type: none"> • individual, peer and group work • mixed ability, 'good' language and learning role models • practical activities • differentiated tasks (dependent on level of EAL) including use of visual support • language and content focused oral and written work • opportunities for feedback: oral and written
<ul style="list-style-type: none"> • outcome: written, spoken, diagram, model, drawing, game played, etc. 	<p>OUTCOMES, ASSESSMENT, FORWARD PLANNING</p>	<ul style="list-style-type: none"> • observational notes: behaviour, oral and written output, peer interaction • examples of work: oral and written • evaluation of work/analysis of development errors to identify language development and inform planning • liaison with EAL specialist and other professional

Handout 4b: Distinctiveness of EAL teaching and learning (Enlarge to A4 size)

Distinctive subject and pedagogic knowledge	Notes
Planning knowledge	<ul style="list-style-type: none">• Use information from initial EAL/mother-tongue assessment to target appropriate support
Curriculum and language knowledge	<ul style="list-style-type: none">• Pre-teach the vocabulary and language structures needed to access the content
Teaching Strategies	<ul style="list-style-type: none">• Consider ways in which the first language could be used to deliver the content
Activities for learning	<ul style="list-style-type: none">• Consider how a range of classroom groupings might support the EAL learner
Outcomes / assessment	<ul style="list-style-type: none">• Use an observation framework that effectively supports the sharing of information with the class teacher