

## **A school based PGCE example**

### **Structure and content**

The taught course is intended to ensure that all trainees receive an understanding of teaching pupils with EAL and includes sessions across all three terms. Includes significant input developed through partnership with a London based SCITT. The taught course includes sessions on

- Bilingualism and developing English as an additional language
- Conducting an EAL audit
- Assessing the stage of language acquisition of learners of EAL
- Amending planning to take account of the needs of EAL learners

These sessions are supported by an EAL specialist from the regional EAL service

### **Embedding in sessions**

Reference made to EAL issues throughout.

### **School experience**

Very few of the trainees have opportunities to work directly with pupils learning EAL as this area is one of low linguistic diversity. All trainees visit a multilingual school through partnership with London based SCITT. A video conference with trainees in the London based SCITT is held termly. The initial video conference is used to prepare trainees for their visit to the multilingual school. During the school visit, students conduct an EAL audit. Later video conferences provide opportunities for learning discussions and reflections.

### **Directed tasks and Assignments:**

Trainees amend planning for a recent lesson to take account/support an early stage bilingual learner. Trainees use the Pauline Gibbons planning framework to review and note activities, language functions, language structures and vocabulary.

### **Commentary**

Need for specialist tutor knowledge. Builds on partnership with SCITT in a multilingual area and local EAL specialist teachers