

EAL specialist staff and student teachers

The Guidance to accompany the Standards for Qualified Teacher Status (TDA, 2007) provides some pointers to the possible scope of student teacher collaboration with EAL specialists and support staff. As part of standard Q18, student teachers will be expected to have a *'full and accurate understanding of the needs of each learner so that they can deploy a range of skills to tailor provision in ways that challenge, promote achievement and secure progress'* As the guidance notes: *'...learners from minority ethnic groups including those for whom English is an additional language, and those who might be at risk of underachieving depend on teachers and a range of other colleagues with specific responsibilities to monitor and manage their learning and provide them with the support that they need.'* Collaboration with EAL specialist staff is therefore key and endorsed in this statement: *'Learning and teaching is more effective when teachers and colleagues work together to draw on their expertise and specialist skills, and to share effective practice'*.

Trainees are required under Q32 to demonstrate that they can engage in collaborative practice and *'work with teaching colleagues and the wider school workforce in order to identify and develop effective practice that, in turn, will help learners to develop, make progress and achieve'*. Under Q33 trainees need to demonstrate that *'they know about, and are able to utilise, the particular expertise of the range of colleagues with whom they work in schools and other educational settings'*. In addition, they are required to show they can *'ensure that colleagues are deployed appropriately and effectively, and that they understand the specific roles they are expected to fulfil.'*

In addition, the guidance highlights links between teachers' professional knowledge relating to achievement and diversity (Q18, 19, and 20) and other areas of professional knowledge, attributes and skills. For example, under Q19 trainees *'should know how information gathered about standards and achievement across the school helps them to identify and plan for the learning needs of diverse groups and individuals, to ensure that they make the best possible progress'*.

Effective collaboration with EAL specialists and other support staff in schools will be a key element in meeting the standards. The guidance contains the following questions for tutors to consider:

- How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise? (Q6)
- Is the trainee able to form an accurate view of children and young people's development, progress, well-being and needs, supported by evidence from, for example, learners, parents/carers and other colleagues?(Q18)
- Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?(Q18)
- Does the trainee know to whom they should refer for support and advice on EAL including bi-lingual learners, SEN, disability and diversity? (Q19)
- Is the trainee aware of the various roles of colleagues in the wider workforce in contributing to personalising learning? (Q19)
- Is the trainee able to engage parents and carers in decisions about the design of provision to meet learners' needs and interests?(Q19)
- Does the trainee recognise, value and utilise the knowledge and expertise brought to the classroom by colleagues undertaking a range of roles across the children's workforce? (Q32)
- Does the trainee demonstrate an awareness of the ways that colleagues can be involved constructively in the classroom to support learning, teaching and well-being?(Q32)
- How well does the trainee understand the roles of colleagues in supporting the learning of children and young people?(Q33)
- How effectively does the trainee plan the work of colleagues to utilise their specific skills and expertise?(Q33)
- Does the trainee ensure that colleagues are involved, where appropriate, in assessing and recording learners' progress? (Q33)

To meet these standards, student teachers will need to engage with EAL specialists and the wider workforce to monitor, manage and support the learning of bilingual pupils. They will also need to establish an understanding of these specific roles and utilise their skills effectively.

References

Training and Development Agency for Schools (2007) Guidance to accompany the Standards for Qualified Teacher Status (QTS) London Retrieved 29th July, 2007, from http://www.tda.gov.uk/upload/resources/doc/q/qts_standards_guidance_2007.doc
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