

Working with EAL specialists and other support staff

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QTS Standards

Q6 Q18 Q19 Q20 Q33

EAL teaching and learning in UK schools takes place within the context of the mainstream curriculum and often involves collaboration between a number of adults at a school and classroom level. In addition to understanding how linguistic influences affect children's learning (Q18) and how to make provision for EAL learners (Q19) in order to meet the [Professional Standards](#) for the award of Qualified Teacher Status (TDA 2007) all student teachers will also need to: '*demonstrate a commitment to collaboration and co-operative working*' (Q6); '*Know and understand the roles of colleagues with specific responsibilities*' (Q20); and '*ensure, that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil*' (Q33).

Although student teachers' exposure to EAL specialist teachers and support staff will vary according to their school placements, during their initial teacher education all student teachers will need to gain an understanding of effective work and collaboration with such staff. They will benefit from an understanding of the varied roles and responsibilities of these staff in relation to the learning of pupils for whom English is an additional language. In this section, teacher educators can find information on ways that student teachers can begin to develop effective working practices with such staff to support the learning of these pupils..

Many schools make additional provision for EAL learners. In some schools, the Ethnic Minority Achievement (EMA) grant will finance additional specialist teachers and support staff including EAL and EMA [teachers and co-ordinators](#), [Bilingual Teaching Assistants \(BTAs\)](#), [EAL teaching assistants](#), [Higher Level Teaching Assistants \(HLTAs\)](#), community language teachers and instructors, nursery nurses as well as other staff who address the specific needs of pupils learning English as an additional language. This diversity of titles, roles and responsibilities in relation to additional support for EAL learners has the potential to confuse student teachers on teaching placements.

Specialist staffing is largely limited to schools with significant numbers of bilingual or ethnic minority learners. Recent government initiatives have focussed on raising the achievement of ethnic minority pupils and developing mainstream expertise in providing for the needs of EAL learners. [School census data](#) suggests that this, together with workforce remodelling, has resulted in a fall in the number of EAL specialist teachers but a rise in the number of other staff who have a role in this. For example, the number of teaching assistants employed in relation to minority ethnic learners has more than doubled since 1997. In mainly monolingual areas, [specialist consultants](#), teachers and support staff are likely to be employed largely by the local authority (LA) and may undertake advisory visits, short term placements or peripatetic support in schools.

An understanding of these many roles as well as effective collaboration in the classroom, will support student teachers in meeting the relevant professional standards.

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Last updated 24th February 2008

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Key Readings

[Extract from OFSTED Inspecting Subjects 3 - 11: English as an Additional Language OFSTED 2001](#)

[Extract from OFSTED Inspecting Subjects 11 - 16:](#)

English as an Additional Language OFSTED 2001

[Extract from National Occupational Standards for Teaching Assistants](#)

An extract from the standards concerned with teaching assistants who provide support for bilingual pupils

[The EAL teacher: descriptors of good practice](#)

An extract from this NALDIC publication which begins to define the common core of knowledge, skills and understanding of EAL teachers

[Summary - Partnership Teaching](#)

A summary of Bourne and McPake's 1991 work on Partnership Teaching:

[The role of the bilingual teaching assistant](#)

A Hertfordshire checklist stressing the importance of maintaining and developing children's first language :

[Collaborative considerations](#)

A checklist designed to help EAL and subject/mainstream teachers to reach an agreement on a collaborative model of work

[Checklist of inclusive practice](#)

Extract from DfES (2002) Supporting pupils learning English as an additional language

[Module 6 Use of First language in the literacy hour](#)

Downloadable module from DfES (2002) Supporting pupils learning English as an additional language concerning first language use in the literacy hour

EAL Websites

A number of EAL service websites have guidance on effective local practice including:

[Bristol](#)

[Nottingham](#)

[Portsmouth](#)

[Hampshire](#)

[Hounslow](#)

[A-Z listing of links to local authority EAL services and sites](#)

Examples and Vignettes

[NALDIC EAL Classroom Vignettes](#)

provide classroom examples of working with EAL specialists

[Primary vignette 1](#)

The Literacy Hour in a Year One Classroom

[Secondary vignette 1](#)

Science (Plants and Animal Cells) KS3

[Secondary vignette 2](#)

Geography (Cities Module) KS3

[Secondary vignette 3](#)

History (The First World War) KS3

[Secondary vignette 4](#)

Science (Acids and Alkalis) KS3

[Secondary vignette 6](#)

Religious Education (Abortion and Euthanasia) KS4

[Year 4 Poetry](#)

A poetry lesson in a Year 4 classroom

[Key Stage 1 Science](#)

Floating and sinking

References and Further Reading

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