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**NALDIC**

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## **JOINT NUT/NALDIC CONFERENCE**

*“Reasserting Professionalism:  
Developing an Agenda for Teachers Working  
for Minority Ethnic Pupil Achievement”*

Monday 7 October 2002, NUT Headquarters, London

**CONFERENCE REPORT**

# PROGRAMME

**Morning Chair: Judy Moorhouse, Chair, NUT Education and Equal Opportunities Committee**

- 10.45 a.m. Welcome and Introduction  
**Judy Moorhouse, NUT**  
**Ian Jones – Chair, NALDIC**
- 11.00 a.m. Ethnic Minority Achievement, A Perspective from the DfES, **Annabel Burns**, DfES  
Questions and Discussion
- 11.30 a.m. **Jan McKenley**, Consultant, **Austin Mayhead**  
Questions and Discussion
- 12.00 p.m. The DfES' Continuing Professional Development Strategy, **Jane Mardell**, Teachers' Continuing Professional Development Team Leader, DfES  
Questions and Discussion
- 12.30 p.m. The EAL Teacher: Descriptors of Good Practice, **Charlotte Franson**, London Borough of Merton  
EAL in Initial Teacher Training: NALDIC Seminar Findings, **Hugh South**, NALDIC  
Questions and Discussion
- 1.00 p.m. Lunch
- Afternoon Chair: Ian Jones, Chair, NALDIC**
- 2.00 p.m. The NUT's CPD Programme: **John Bangs**, Assistant Secretary, NUT  
Questions and Discussion
- 2.30 p.m. **Discussion groups** on identifying professional development needs and principles for developing standards
- a) Using the NALDIC EAL Descriptors to Promote Professionalism
  - b) Developing Standards for Teachers Working with African Caribbean pupils
  - c) Developing Standards for Teachers Working with Traveller Pupils
  - d) Developing Standards for Teachers Working with Refugee Pupils
  - e) Developing Standards for the Deployment of Bilingual Teaching Assistants
- 4.00 p.m. Conference discussant, **Dr Constant Leung**- King's College, London

4.15 p.m.      **Closing remarks** followed by a drinks reception

**WELCOME AND INTRODUCTION: JUDY MOORHOUSE, CHAIR, NUT EDUCATION AND EQUAL OPPORTUNITIES COMMITTEE**

**Judy Moorhouse** welcomed participants to the conference. She said that this was the second event jointly organised by NALDIC and the NUT, which demonstrated that the two organisations had a number of common objectives related to pupils from minority ethnic backgrounds, and to teachers who worked with commitment to raising the attainment of minority ethnic pupils, including Traveller and refugee pupils. She noted that there were many teachers attending the conference, mainly employed under EMAG and Traveller funding arrangements. She paid tribute to their professionalism, which had for too long gone unrecognised.

Judy Moorhouse said that teachers, parents, pupils and Government agencies all agreed that targeted additional support for minority ethnic pupils, including Traveller and refugee pupils, worked both educationally and economically. Yet teachers funded under EMAG and Traveller funding had been subjected to great uncertainty and insecurity in recent years. That insecurity had impacted upon maintaining and developing their professionalism as specialists who provided a vital service in schools. Their professional development opportunities were totally inadequate, and there were no nationally agreed standards for their work.

Judy Moorhouse pointed out that NUT had been the first teacher organisation to develop a policy on the future of funding arrangements for meeting the specific educational needs of minority ethnic pupils. The NUT's policy, published in 1996, offered a viable and sustainable alternative to current funding arrangements. The NUT's policy had recommended that the DfES develop explicit standards of service delivery at school and LEA level in meeting the specific needs of minority ethnic pupils; and that the TTA should promote, develop and accredit training for support teachers and mainstream teachers involved in meeting those needs.

Judy Moorhouse found it disturbing to note that issues of professional standards and structures still needed to be discussed in spite of the campaigning work of both the NUT and NALDIC.

The NUT had undertaken a survey in 2001, which had demonstrated particular concerns about the patchy nature of CPD opportunities, for teachers working for minority ethnic pupil achievement. Judy Moorhouse expressed a hope that the representatives of various agencies attending the conference would listen carefully and seek to take this agenda forward.

Judy Moorhouse said that it was a source of regret that the Local Government Finance Consultation document had not included specific reference to special grants. The NUT had argued in its submission for a detailed examination of the Standards Fund grants, had welcomed the recommendation to end ‘matched funding’; had called for EMAG and Traveller funding to be prioritised for attention; had called for consultation on the future of specific grants; and for the establishment of a grant at national level to meet the needs of local authorities and schools facing large and unpredicted influxes of pupils, including those from asylum seeking and refugee families.

Judy Moorhouse concluded by saying that the aim of the conference was to reassert the professionalism of teachers working with minority ethnic pupils by identifying professional development needs, developing principles to underpin national standards, and setting the agenda for future campaigning issues. She wished delegates to the conference an enjoyable, challenging and productive day.

#### **IAN JONES, CHAIR, NALDIC**

**Ian Jones** welcomed delegates and speakers to the conference on behalf of NALDIC. He said that it was intended to be a working conference, which would raise a series of issues to be taken forward in discussions with the Government. He was pleased that NALDIC was once again working jointly with the NUT. He said that the two organisations had a common interest in equality and achievement. The two organisations had previously held a joint conference on funding, and it was noted that funding remained an issue.

Ian Jones said that NALDIC wished to develop the field of working for minority ethnic achievement as distinctive in terms of supporting English as an Additional Language and bilingualism. He hoped that the conference would be able to draw attention to important research conducted within the UK, to argue for teacher training and CPD to be developed, and to press for the development of standards for EAL teachers.

Ian Jones reminded delegates that the title of the conference focused on teachers working *for* minority ethnic pupil achievement. The purpose was to reassert the professionalism of all teachers involved in working for minority ethnic pupils, and the professionalism of all teachers, an important focus within the context of the Race Relations (Amendment) Act, which placed a duty upon all teachers.

Ian Jones concluded by expressing the hope that it would be possible to develop a national strategy for the teaching of English as an additional language and to recognise and develop the professionalism of teachers who were involved. He hoped that the conference would also represent a step forward for the professionalism of all teachers.

### **ANNABEL BURNS: ETHNIC MINORITY ACHIEVEMENT, A PERSPECTIVE FROM THE DfES**

**Annabel Burns** began her presentation by saying that she welcomed the opportunity not just to speak to the conference but also to hear from the conference its views on what the DfES' priorities should be, and how it might best facilitate the move from principle to practice. She noted that there were plans to reallocate education funding on a 'needs led' basis, but apologised for the fact that she was not in a position to communicate detail on EMAG and other relevant funding as those decisions would not be made until later in October, alongside other spending review decisions.

Annabel Burns said that the DfES shared the concern regarding existing gaps in achievement levels, and their correlation with poverty, ethnicity, and English as an additional language, but noted that some schools appeared to be able to overcome such trends, citing the example of schools where 50 per cent or more of Key Stage 2 pupils were eligible for free school meals but 100 per cent achieved at least a level 4 in end of Key Stage 2 tests. The DfES interpreted this to mean that 'poverty [was] not an excuse'.

Annabel Burns pointed out that a framework for the measurement of achievement was now in place. More detailed data was being made available through PLASC, based on the categories of ethnic origin used in the Census, which would provide a richer performance data source at national, LEA and school level across a range of issues.

Annabel Burns referred to the Race Relations (Amendment) Act, which placed new duties on public bodies related to ethnic monitoring, and as a consequence there was much work taking place at LEA level. In addition, the introduction of Citizenship as part of the National Curriculum would provide a national framework to build on best practice.

In terms of future development, Annabel Burns said that the effectiveness of teaching, learning and leadership in schools needed to be at the center of raising standards for minority ethnic pupils in the future. It was intended that support would come through a full range of 'mainstream' DfES activities supplemented by specific, targeted work. A start had already been made, for example by the provision of £462 million over 3 years for EMAG funding; £1 million for the supplementary schools support

service, and the appointment of an EAL secondee to the DfES who would play an important role in auditing the DfES' work in the area and in developing a framework for EAL teaching.

In conclusion, Annabel Burns said that the DfES would be seeking to build its work upon existing good practice and available evidence, for example, in identifying and meeting training needs. The DfES would also be seeking to emphasise that responsibility for minority ethnic achievement was shared by all those involved in education.

### **JAN MCKENLEY, CONSULTANT, AUSTIN MAYHEAD**

Jan McKenley began her presentation by stating how timely the Conference was, as many teachers were struggling to keep up-to-date with a variety of new initiatives. In addition, the Race Relations (Amendment) Act and its requirements on the DfES, LEAs and schools meant that all these institutions must now be mindful of the impact of their policies to ensure they promote race equality and demonstrate the will, desire and intention to respond positively to the Act.

Jan McKenley felt that teachers were increasingly too pressurised to take part in pedagogical debates and that there was a tension between their desire for nationally directed training, which was outcome based, and for professional development opportunities which would enable them to access new bodies of knowledge, in particular concerning linguistic diversity and strategies to raise minority ethnic pupils' achievement.

Jan McKenley believed that the impact of devolvement of EMAG funding on schools was now beginning to emerge and could lead to defined minimum standards of provision in schools. She felt it was essential that teachers' needs arising from EMAG were communicated to all those involved in the education system.

Jan McKenley stated that there was some ambivalence about who should have the knowledge and skills necessary to support minority ethnic pupils. The increasing use of teaching assistants, for example, made it necessary for specialist teachers to re-think what their distinctive contribution was to pupils' education.

Jan McKenley considered recent achievements for minority ethnic pupils in the education system. These included the inclusion of minority ethnic pupil achievement as a core of focus of EDPs, a new emphasis on the needs of minority ethnic pupils in the National Literacy Strategy and the re-emergence of a 'language across the curriculum' discourse for Key Stage 3, which she felt teachers needed to refresh and make pertinent for the current educational climate. She also believed

that the profession should congratulate itself on the sophistication of the new PLASC categories.

The lack of career structure or future career opportunities for specialist teachers of minority ethnic pupils was felt to prevent many teachers from becoming more involved in this area of education. Jan McKenley believed, however, that Section 11 experience had been invaluable, providing teachers with a depth and breadth of knowledge about language and teaching and learning styles, skills that underpinned the effectiveness of all successful schools. She felt that the profession would be stronger if it could comprise of diverse paths into broad career routes.

Jan McKenley concluded her presentation by stating that the range of pupil needs teachers were trying to meet was extraordinary and that it was a tribute to them that minority ethnic pupils' achievement had progressed so far so quickly.

In response to a question concerning the need for teachers to consider both the language pupils spoke and thought in, Jan McKenley felt it was essential that research based evidence should be used to help schools resolve these types of dilemma in an objective way. She did not believe schools could dictate how or what a child thought but that they did have a duty to address pupils' cultural heritage and make them aware of it if necessary.

In response to concerns expressed by a delegate about the increased autonomy of schools and LEAs' inability or unwillingness to intervene, Jan McKenley felt that progress was being made, albeit slowly, although new issues were constantly emerging. She felt that there was some tension between the national standards and social inclusion agendas and that some bad practice had emerged as a result, such as the re-introduction of learning support units and a significant increase in fixed-term exclusions.

#### **JANE MARDELL, DfES : CONTINUING PROFESSIONAL DEVELOPMENT TEAM – SCHOOLS' WORKFORCE UNIT**

Judy Moorhouse introduced Jane Mardell, who had worked in Sheffield Hallam University on teacher training projects, part of which was to encourage greater participation by minority ethnic students. Jane Mardell also chaired the Teaching and Learning Committee at Sheffield Hallam University. Judy Moorhouse was pleased that there was close harmony between the GTC and the DfES Programme on Professional Development.

Jane Mardell began by explaining that her own background in teaching and teacher training meant that she had a personal and professional interest in the NUT/NALDIC Conference. She explained that her session would be a chance to have a dialogue about Continuing Professional Development (CPD). She

was looking forward to hearing from the participants how CPD was working on the ground.

Jane Mardell said that she would examine the DfES' CPD strategy in the context of the wider schools' strategy; look at the specific opportunities that the DfES provides; and look at some related DfES activity that may be of interest to participants.

Jane Mardell reported that the DfES had recently published 'Investment for Reform'. She believed that CPD was at the heart of the four dimensions of leadership; teaching and learning; factors beyond the classroom; and structures within and across school phases. CPD was at the centre of radical transformation of these four aspects.

Jane Mardell reported further that the CPD strategy was building on good practice that was already out there and responded to the needs and aspirations of teachers as they progressed in their careers. She believed that CPD could play an important role in attracting and retaining staff and this was the foundation of pupil achievement.

Professional development could make a strategic contribution by:

- raising standards of teaching and learning;
- narrowing the achievement gap;
- developing schools' capacity for innovation and self-improvement;
- supporting school diversity and collaboration; and
- encouraging recruitment and retention.

Jane Mardell noted that the DfES strategy had two strands. The first strand was on national strategies and initiatives, such as the literacy and numeracy strategy, the Key Stage 3 strategy and behaviour support. The second strand was the broader CPD strategy, which was aimed at:

- supporting teachers' aspirations;
- underpinning and integrating existing initiatives – to raise the quality and scope of opportunities;
- increasing medium term impact; and
- encouraging dissemination.

Jane Mardell said that there was a debate to be had about whether or not initiatives should be targeted. However, the DfES' CPD strategy was open to all. Some components were targeted at specific phases, or those who have had longer service, for example, but they were open to all, regardless of curriculum area.

Jane Mardell continued by outlining the opportunities that the DfES strategy offered. Best Practice Research Scholarships (BPRS) were open to anyone actively working as a teacher. The BPRS

provided £2,000 for approximately 1,000 teachers each year and each teacher was allocated a tutor/mentor. Professional bursaries were available for fourth and fifth year teachers, which would give these teachers £500 to undertake a professional development course of their choice. Sabbaticals were available to a limited number of teachers in schools where 50 per cent of pupils were on free school meals. They were available to those who had five years' or more experience in such an environment. The sabbaticals were available for six weeks, or the equivalent.

Early professional development was available for second and third year teachers. Early professional development was being piloted in 12 LEAs and the aim was to extend this over time. Teachers could choose the CPD of their choice, with the support of their school. Teachers' international professional development provided 5,000 teachers a year the opportunity to examine practice abroad. The Leading from the Middle pilot was being run by the National College for School Leadership and was being rolled out this year to 100 teachers in London and 100 in Manchester. This was CPD for middle managers who were subject leaders in the first instance.

Jane Mardell commented that many of the activities were most effective when groups of teachers got together to make them work. There was the need for an overarching approach if CPD was to be effective on the ground. She gave the example of teachers who shared sabbaticals or did a BPRS project on the same topic from different angles. She was keen to hear about imaginative ways in which people had made CPD work.

Jane Mardell continued by outlining the other activities of the DfES. Award bearing INSET was a programme of post-graduate qualifications from the TTA. Some of these projects were on minority ethnic achievement and there was scope for more funding in this area. Nine regional CPD advisers had been appointed to stimulate capacity locally and they would be working at the LEA level. The Advanced Skills Teachers was a contentious initiative but it appeared to be taking off and the Department would welcome an increase in the uptake in applications. The NQT and induction standards had been revised and reissued and there had been an attempt to strengthen the emphasis on achievement across the board.

A training module for teaching assistants in English as an additional language had been launched by the TTA. This could be accessed through local authorities.

Finally, the NUT was running its own Union Learning Fund Project in collaboration with Unison. This project was aimed at supporting bilingual classroom assistants.

Jane Mardell concluded by stating that the DfES CPD strategy was an enabling strategy, which was open to all teachers. She hoped that colleagues would go away and examine the strategies and she finished by saying that she wanted to hear how people were accessing the strategies and what barriers there were to the uptake of the initiatives.

She ended with a quotation from Estelle Morris:

*“The Government is strongly committed to the role of continuing professional development in supporting further improvements in standards and increasing teacher professionalism. It is the first Government to have set up a coherent national strategy for CPD, backed by new investment.”*

Before the question and answer session, Judy Moorhouse commented that there was a ‘quiet revolution’ in CPD, which was so quiet that some people were not aware of what was going on. The Teacher Training Agency, the DfES and the teacher unions were disseminating information but it often did not reach the parts that it should. She believed that CPD was an important focus and was crucial to what teachers were trying to achieve.

## **Questions and Discussions**

In response to a question Jane Mardell clarified that professional bursaries were not available for teachers other than those who had been teaching for four or five years. The scheme had limited funding so it was felt to be important that it was targeted at the recruitment and retention of young teachers.

Jane Mardell also commented that professional development opportunities arose from being a mentor to such teachers.

It was commented that CPD opportunities were often not open to all teachers and Jane Mardell was asked if there was an awareness of this at the DfES. In response, she noted that this was an important point and that there needed to be more awareness of the scope of who could apply for such schemes. Her understanding was that teachers can apply for a BPRS, for example, even if they were not conventionally located in a school.

A participant commented that she had been fortunate to do two BPRS scholarships, and that although most of the money went to the school and she completed the research in her own time, she had

welcomed the chance to reflect on her own practice. She commented that projects on raising the achievement of minority ethnic pupils would benefit from asking the pupils themselves, rather than focusing on the quality of teaching and learning and leadership. Her research had found that what helped pupils to feel at home was other bilingual and dual heritage pupils in the schools and this was hidden by the PLASC headings. It was also commented that Traveller heritage pupils do not self-identify, due to the fear of racism and the fear of exclusion.

In response to a question, Jane Mardell clarified that Standards Fund money could be used for training but she did not know whether or not service and support staff had any entitlement to the Standards Fund budget. She also commented that she was delighted that people were endorsing the BPRS scheme and urged colleagues to examine the website for findings of good practice.

A participant commented that often schools and LEAs did not appreciate that CPD opportunities were available to peripatetic teachers, or EMAG teachers, or centrally appointed staff and it was felt that this needed to be more explicit in the literature that was sent out from the DfES.

Jane Mardell noted this point and promised to take it back to the Department.

### **CHARLOTTE FRANSON, LONDON BOROUGH OF MERTON: 'THE EAL TEACHER: DESCRIPTORS OF GOOD PRACTICE'**

Charlotte Franson, a member of NALDIC, began her presentation by thanking all those who had been involved in the process of producing the NALDIC document outlining the descriptors of good practice for EAL teachers. The publication had been the result of a small project funded by the DfES in 2000, which she had led. The draft report had been discussed in three national consultation meetings and had received input from the QCA, TTA, OFSTED and NLS. She was confident that the resulting report would contain useful information, which should be used as a framework of what an EAL teacher should be doing, rather than as a set of individual "standards".

Charlotte Franson then identified the benefits of the document as:

- establishing the knowledge, skills and understanding of the EAL specialist teacher;
- identifying a shared language for describing their work and role;
- outlining the context for self evaluation by the EAL teacher;
- providing a means of improving the quality of EAL teaching and learning;
- being a vehicle for raising the status of EAL teachers;
- providing the basis for career progression;
- promoting a dialogue with further and higher education on training and research for EAL teachers';
- being the basis of establishing coherence and consistence in EAL training for mainstream teachers and teaching assistants; and

- above all, it should help to promote the identity and status of EAL specialists.

Charlotte Franson raised the issue of whether the current model of practice was sustainable in the light of the changes in EAL provision and whether one set of descriptors could encompass the diverse contexts in which EAL teachers worked. There was a need to be realistic about these issues.

In concluding, there were a number of recommendations made in the report including that EAL should be recognised as a specialist teaching area and that there should be a nationally recognised post-graduate qualification specifically for EAL, with a framework for professional development. It was also important that there should be a clear and co-ordinated national policy and a code of practice for EAL teaching.

### **HUGH SOUTH, NALDIC: EAL IN INITIAL TEACHER TRAINING, NALDIC SEMINAR FINDINGS**

Hugh South outlined how the EAL aspect fitted into the whole picture of the new standards of ITT for all teachers. He quoted from the recent TTA/DfES document “Qualifying to Teach: Professional Standards for QTS and Requirements for Initial Teacher Training”, particularly the sections on “Professional Values and Standards”. This related to the expectation that pupils’ social, cultural, linguistic, religious and ethnic background would be respected and valued. The section on “Teaching” also made reference to the need for resources to take account of pupils’ language and cultural background; the need to monitor and assess the levels of attainment of EAL pupils as well as to support these pupils through teaching and classroom management strategies. The responsibility of the teacher for equal opportunities issues which arise in the classroom, including challenging stereotypical views, bullying and harassment was also included in the document.

Despite the inclusion of these requirements, Hugh South confirmed that the majority of newly qualified teachers stated that they had received no specific training to be able to fulfill these requirements. NALDIC had held a small seminar with ITT providers to highlight the importance of specific training in these areas.

During the discussion which followed, the comment was made that expertise in these areas was situated in ethnic minority achievement centres rather than in teacher training institutions. There was concern that many of these centres were disbanding with the transfer of funding to schools. It was felt that this expertise needed to be targeted, captured and permeated across the education service.

The importance of using the expertise of experienced teachers as well as providing CPD in this area

was highlighted.

## **JOHN BANGS, ASSISTANT SECRETARY NUT**

John Bangs, Assistant Secretary for the NUT's Education and Equal Opportunities Department, outlined the important role that the NUT's Continuing Professional Development (CPD) programme played in NUT activities. He also detailed how the CPD programme could be used to cover EAL areas and stated that he wanted to use the NUT/NALDIC conference to find out further information on EAL teachers' professional development needs.

Details were given of forthcoming courses that might be of particular interest to EAL teachers. It was important to recognise that there was still a glass ceiling for black and minority ethnic teachers moving into middle management. The NUT, in partnership with the National College for School Leadership, was running five programmes during the current school year (at five locations in England) for black and minority ethnic teachers in middle management positions. Many EAL teachers had considerable teaching experience and would have some leadership and management responsibilities. The NUT/NCSL partnership programme was intended to support such teachers in preparing themselves for taking on more leadership and management responsibilities.

The Symposium in June/July 2003 would be for "Teachers Working with other Adults". As EAL teachers were working with other adults much of the time it was hoped that they would find the Symposium a valuable professional opportunity.

Participants were also informed of a survey that the NUT had carried out on schools teaching political literacy. Many schools had not done as much as the Government had hoped following the introduction of citizenship education in schools. The NUT was organising a one-day course "Whose Future is it anyway? – Teaching Political Literacy" on 25 November 2002 which would focus on the political literacy elements of citizenship.

Participants were reminded that many of the events in the CPD programme were free to NUT members. All were open to all teachers at low cost. The costs associated with attending professional developments were eligible for funding from the Standards Fund (England) and GEST (Wales).

## **Questions and Discussion**

In the discussion that followed, individual participants made the following points:

- One participant asked whether the NUT had any plans to accept non-qualified teachers as members of the NUT.

- Clarification was sought on whether the Standards Fund was available to teachers working in central services.
- It was important to recognise that not all teaching assistants wanted to be teachers. Was anything being done for bilingual assistants/classroom assistants who do not want to be teachers but who wanted career development?
- Clarification was sought on the funding available for Learning Representatives.

**In response, the following points were made:**

- There were no plans as yet to accept non-qualified teachers as NUT members. It was important however to look at the definition of qualified teachers. For example graduate teachers were members of the NUT.
- Teachers working in central services were entitled to funding from the Standards Fund and could use this for CPD activities.
- Discussions exploring career development activities available for TAs were currently taking place between the unions representing classroom assistants and the Government. The NUT was also co-ordinating a pilot project funded by the DfES on creating career pathways for bilingual teaching assistants.
- Funding of £28,000 was available to train union Learning Representatives in schools. Learning Representatives could provide advice on opportunities available to EAL teachers. The new contract for Learning Representatives also meant that they would be entitled to normal union representation.

**WORKSHOP SESSIONS**

**A) Using the NALDIC EAL Descriptors to Promote Professionalism**

This workshop was divided into three groups. Each group considered the questions set out below.

1. In what context might the EAL descriptors prove useful?
2. Please identify the specific professional development needs of teachers working with pupils learning EAL.
3. What further work needs to be done in order to meet the professional development needs of teachers working with pupils learning EAL?
4. What would be required in order to implement the potential uses of the descriptors?

**Group 1**

**Facilitator: Helen Abji**

Helen Abji made the initial point that the descriptors were broad and may need further definition.

The points made in discussion were as follows:

- Often EAL teachers do not just focus on EAL but also look at issues encompassing the achievement of minority ethnic groups. It was felt that this was a step backwards if teachers were to take on the 'EAL label' again.
- Another participant, by contrast, felt that EAL was a specialist area and that recognition of this was important.
- EMAG teachers should not be restricted to the EAL definition. The role was broader and needed to be examined from a communicative point of view, not just the language aspects but the social context as well. A holistic view was needed to prepare pupils to work in a multi-lingual community, not just focusing upon pupils with English as an additional language.
- Some of the actual descriptors in the NALDIC document recognised language across the curriculum, in its social context, and recognised cultural diversity and equality issues.
- The NALDIC EAL descriptors provide a possible basis for training, including in some cases, mainstream teachers.
- The descriptors are what teachers should be doing but this needs to be given to senior managers in schools when they are appointing staff, and all staff need to know what is expected of them in the classroom. The document needed a broader audience, and it needed to inform recruitment and job descriptions.
- The document needed to go beyond the senior management team to the initial teacher training level. If it was only a strand within initial teacher training, it was not going to be influential and a post-graduate qualification was needed.
- Initial teacher training providers were not covering EAL issues as training was already very overloaded. The NALDIC document provided strong evidence for colleagues in higher education to push for EAL teaching to be a specific strand.
- The NALDIC document was a contribution to, and a facet of, the training that is already going on in some LEA's. In some areas, there were courses for mainstream teachers, and it was useful to have the NALDIC document as a point of reference. The NALDIC document was important to spell out the standards in a professional way and to be explicit about the knowledge that is aspired to. Therefore, the document could be used in a training context, for INSET, or as part of induction, for example.
- A more practical focus within the classroom was needed when training teachers in this area. EAL should be an integrated strand, not a stand-alone course.
- A national framework of training for EAL teachers was needed so that there was more coherent provision.
- Very few teachers appeared to be taking up sabbaticals. During sabbaticals either research or professional development could be carried out.

- It was unclear as to whether or not sabbaticals were available to those who work in support services, and this point needed to be made to the DfES.
- Some schools had become ‘training schools’. There were various strands that a school had to offer to become a training school, and one strand was social inclusion.
- There seemed to be a shift to initial teacher training being carried out in schools. Beacon schools often did training, including in the area of EAL, and were responsible for disseminating it. Often mainstream teachers did not have EMA or EAL expertise within the schools.
- When central services disappear, EAL becomes a tag on, and it is presumed that mainstream teachers can deliver this.
- A national accredited programme was needed, as local courses were very small.
- A variety of different routes were needed, and these needed to be backed up by research, and national accreditation.
- EAL teachers had a broad range of excellent knowledge and experience.
- NALDIC could work with other higher education institutions to accredit a qualification, but this would have funding implications for NALDIC.
- The Masters courses in linguistics that used to be run for private sector EAL providers seemed to have disappeared.
- NALDIC could play a role in auditing the courses that are currently available, and to provide an overview of what courses were available.
- NALDIC, because of its reputation, could play a big role in providing training, and linking in with an accredited course.
- There was the general issue of EMAG work to consider, as well as the specialism of EAL, and also a higher level of training might be needed at Masters level. On the other hand, courses designed for mainstream teachers were also needed.
- The lack of funding and insecurity of employment were big factors, as was the need to maintain earmarked funding for EAL work.
- The model of having EAL trainers and cascading this knowledge down seemed to be very popular.
- The QCA had published “A Language in Common” but there had not been total professional agreement about the use of this model. Currently a small research project was being carried out by NALDIC to look at five assessment frameworks and to evaluate them, and to report back. This was in the hope of drawing people’s attention to these frameworks, which could lead to further thinking in this country.

**In summary, the workshop participants agreed to put forward a resolution from the conference:**

*“This NUT/NALDIC Conference strongly urges the DfES to recognise the EAL teacher descriptors, as a vital part of the overall role of the EMAG teacher, and acknowledge their contribution to the Government’s overall strategy for minority ethnic achievement. This needs to be part of a national training initiative at a range of levels (ITT, CPD and MA level), backed up by appropriate funding, capitalising on the research base of NALDIC and the expertise in the field. This must be founded upon stable career prospects, and maintaining funding for EMA on a long-term basis, to build a fully inclusive society.”*

**Group 2**

**Facilitator: Gillian Humble**

During discussion participants raised the following points:

- EAL teachers needed LEAs/schools to understand the service that they provided. Literacy teams, for example, needed to be aware of the support that they could provide.
- It was important to have access to professional development opportunities. Access to training was often limited and did not always cover national initiatives such as the National Literacy and Numeracy Strategies.
- Greater funding needed to be available for accredited training. Training had been continually reduced over the years and now often consisted of one-day sessions. A lack of training opportunities meant that EAL teachers often ended up going to anything that might have a slight focus on their area.
- There needed to be increased links with literacy and numeracy advisors, in rural areas these links were sometimes limited.
- All teachers should be entitled to EAL training. Nursery nurses also needed EAL training.
- Training should be available on school management and role of delivering training. EAL teachers needed to be included in the school management team.
- Distance learning materials should also be available.
- It was important to recognise that there was a difference between SEN and EAL. SENCOs frequently had responsibility for EAL.
- Bilingual colleagues also needed training in using bilingual skills and in the education system. Many bilingual assistants did not have the language development skills to teach a wide range of children.

## **Key Points**

At the end of the workshop the following key points were identified:

- Detailed training needed to be part of a clearly structured programme with accreditation.
- EAL should be part of initial teacher training as a subject. Training options should be included at all stages of career development from PGCE onwards.
- Newly qualified teachers should have to have two or three years training before they can teach EAL pupils.
- It was important to recognise that whilst school based staff had opportunities to get together to plan activities, peripatetic teams did not often have this opportunity.
- It should be emphasised that EAL teachers also help to develop the expertise of mainstream pupils.
- Funding was a key area. There were people who would not take an EAL post without extra money and schools did not always want to pay an EAL allowance. When funding was available it was not guaranteed but was year on year with no job security.
- EAL is an entitlement for pupils and should be seen the same way as the National Literacy Strategy .

In response to the question on what would be required in order to implement the potential uses of descriptors, the points set out below were made:

- Detailed training needed to be provided.
- A statement of the audience that the descriptors were aimed at would be useful.
- A clearly structured programme with accreditation would be helpful.
- Clarity about other EAL roles and skills is needed.
- There is a need for training options at all stages of career development.
- National funding, policy and training are long overdue.
- Core training materials for different levels and skills e.g. line management advisory role as well as EAL practice would be required.

## **Group 3**

**Facilitator: Shahla Taheri-White**

**In discussing the different contexts in which the EAL descriptions might prove useful, the group made the points set out below.**

### ***Main points***

- There is a need to establish a core body of knowledge.
- EAL descriptors are tools and provide a framework but are **not** standards.
- There is a need to provide clarity of the EAL role with mainstream colleagues.

### *Other points*

- There is a need for a comprehensive overview of different EAL roles from advisory role to subject specialist support role.
- The NALDIC descriptors are excellent to use in schools with new leadership, i.e. a new head or deputy.
- Defining the role of the EAL teachers will help heads understand the role.
- The descriptors will help give EAL teachers confidence, and may enhance their recruitment and status.

The descriptors are also useful in:

- raising awareness of the EAL role with other teachers;
- establishing a baseline expectation of what a mainstream teacher can expect of an EAL teacher;
- developing modules for college courses i.e. MA degree;
- preventing confusion of role with classroom assistants' role; and
- defining EAL teachers' expertise and in preventing EAL teachers being asked to do inappropriate tasks.

In discussion, the group identified the following areas as specific professional development needs of teachers working with pupils learning EAL:

- Language acquisition i.e. understanding how children learn their first language and a second language.
- Bilingualism.
- Diagnostic assessment of language.
- How to promote "talk" in the classroom.

**The following points were made during discussion of the question on, what would be required in order to implement the potential uses of the descriptors:**

### *Main points*

- Make the funding a statutory requirement, maybe by using the Race Relations (Amendment) Act. Statutory requirement could then lead to a code of practice.
- Statutory requirement for first language development.
- Develop opportunities such as using other Government initiatives i.e. Citizenship initiative: EAL

currently not there but should be.

- OFSTED: key body for EAL provision, will need to develop a training package for inspectors of EAL.
- Career pathways for EAL, including incorporating EAL responsibility in mainstream jobs. Also providing roots into teaching.

### ***Other points***

- Stability of funding for EAL. Instability adversely affects staff morale. It is a recruitment and retention issue.
- TTA role: need to provide guidelines to ITT providers. Support materials in a training package needed.
- Via the NUT CPD programme and via other teacher union's CPD programmes.
- EAL strategy needs to be alongside first language development strategy.

## **B) DEVELOPING STANDARDS FOR TEACHERS WORKING WITH AFRICAN CARIBBEAN PUPILS**

**Facilitator: Adwoa Djan**

### Questions for Discussion

1. What are the professional development needs of teachers working with African Caribbean pupils?
2. What are the principles upon which standards/descriptors of good practice for teachers working in this area should be based?
3. What specialist knowledge and understanding should inform teachers' practice?
4. If possible, provide examples of the ways these would be demonstrated in practice?

The group agreed that professional development should address:

- factors influencing African Caribbean pupils' learning;
- the skills needed to develop pupils' understanding;
- differences between different groups;
- knowledge about heritage and culture, including of those of dual and mixed heritage;
- the skills needed to carry out accurate assessments regarding languages spoken and understood;
- coaching skills;
- the aim of changing attitudes within schools;
- the management of confrontation with pupils;

- negotiating skills;
- the balance between teachers' supporting role and their transforming role within a whole school context;
- the development of partnership within a school; and
- promotion opportunities.

The principles were agreed as being:

- The need to listen to children and parents.
- High expectations.
- The analysis of points of discrimination within school structures.
- The development of strong home-school links.
- The provision of a relevant curriculum reflecting the background of pupils.
- Provision as an entitlement, not as an extra.
- The development of strategies to address racism in pupils' lives.
- The development of strategies to encourage acceptance among all children.

The group considered that teachers' practice should be informed by specialist knowledge and understanding of:

- heritage and culture;
- the range of languages spoken;
- previous educational experiences;
- the experience of parents in Britain;
- the range of expectations within African Caribbean communities;
- the assessment and monitoring of pupil progress;
- target setting;
- teaching and learning styles;
- black communication styles;
- how to address whole school issues and influence learning across the school;
- specific factors affecting communities;
- appropriate teaching strategies;
- the need for respect;
- what is going on in young people's minds, both boys and girls; and
- barriers to learning.

The group identified further the issues set out below.

- The curriculum needs to be relevant in order to raise achievement.

- All teachers need in-service training to raise their awareness.
- Pupils can be asked their views of the curriculum, for example, at a staff meeting.
- The curriculum needs to be examined in relation to all children, not just specific groups.
- The experiences and qualifications of African Caribbean classroom assistants working in schools should be valued.
- Data should be used to develop appropriate strategies to influence learning behaviour.
- The CRE 'Learning for All' audit should be used.

## **Key Issues**

In concluding its discussions, the group identified three key issues.

1. The role of the teacher of African-Caribbean pupils is as diverse as the communities it serves. This diversity should be recognised in the competencies set down for the role.
2. The DfES should be urged to carry out an investigation similar to that for teachers of English as an additional language in relation to career progression.
3. Children and parents should be listened to and asked their views about the curriculum and about school in general. The QCA should be pressed to publish its network of resources for supporting the curriculum.

## **C) DEVELOPING STANDARDS FOR TEACHERS WORKING WITH TRAVELLER PUPILS**

**Facilitator: Chris Tyler**

### **Introduction**

Chris Tyler opened the workshop by saying that it was time to assert rather than reassert professionalism. The conference provided teachers with the opportunity to place the key issues for Traveller pupils on the agenda.

Traveller pupils were the most disadvantaged in the education system. Teachers working with Traveller pupils were in the most challenging and difficult situations in schools throughout the country.

Chris Tyler drew attention to the few existing resources on Traveller education:

- 2000 DfES publication: 'Working towards inclusive education, aspects of good practice for Gypsy Traveller pupils' Research Report RR238.
- October 1999: the DfES had invited inputs on Traveller education good practice from around the country but the report had never been published.
- CPD: Heriot-Watt University had developed a single module on Traveller education; Birmingham University offered an MA module.

There was no national policy on Traveller education and there were no descriptors of good practice.

## **KEY PROFESSIONAL DEVELOPMENT NEEDS FOR TEACHERS WORKING WITH TRAVELLER PUPILS**

The Group identified the following key professional development needs:

- More experienced teachers of Travellers have different professional development needs from teachers new to services (see below).
- People skills: counselling skills; giving teachers the confidence to approach Travellers on site; training to deal with the situations encountered on site.
- Training in changes in Traveller culture (for ‘new to service’ teachers).
- Opportunities to debate changes in the community with the community (for ‘experienced service’ teachers).
- Community linked training: training linked with outside agencies, housing departments, the police, residents’ groups, etc. How to link, network and maintain such links.
- Model of how to support families who are moving on.
- Training on culture, ethnicity of groups, history of Traveller groups.
- How to ensure that Traveller pupils access the curriculum.
- How to keep up with new education initiatives; teachers cannot advise on things they know nothing about.
- Social inclusion agenda: how to ensure that Gypsy Traveller children are included; the ‘Learning for All’ document had a ‘bolt-on’ section for Gypsy Traveller children.
- Minority ethnic status of Traveller children.
- ITT and beyond: a module on the education of Traveller, circus and fairground children’s needs to be included in ITT and beyond; some NQTs had never heard of Traveller pupils; it was reported that the University of Derby was developing a module on Travellers.
- Using and distilling existing documentation: Ofsted document ‘Raising the attainment of minority ethnic pupils’ (ref. HMI 170) was considered to be a good document and not tokenistic.
- How to explain the difference between SEN and minority ethnic status. Traveller pupils were often identified as having SEN because they did not have basic skills. They had not had the opportunity to develop their skills. It was an uphill struggle trying to change this attitude. Sometimes teachers found themselves going along with it as they were in a crisis management situation.
- Training on the Race Relations (Amendment) Act and other relevant legislation so that teachers were fully aware of equal opportunities issues.
- Mechanism for transferring skills back into mainstream; it was almost impossible to move back

into mainstream after you had taught in Traveller education; Traveller education was seen as a cul de sac.

- Collaborative school planning and teaching: to keep up-to-date with mainstream education & identify how to effectively work with mainstream colleagues.
- Training for trainers (training of Traveller teachers as trainers of mainstream teachers): Traveller teachers were often called upon to be trainers but lacked training.
- Traveller education should be integrated into local LEA training: training in Traveller education is often provided by regional arrangements; it was reported that there were strong, local, regional, national and European TES networks.
- Training in managing challenging behaviour.
- Training in challenging racism and discrimination (self and colleagues).
- Training in monitoring and evaluation: how to prove the value of your work when nobody knows what you are doing; proving that you have made a difference; tracking.

## **GOOD PRACTICE FOR TEACHERS WORKING WITH TRAVELLER PUPILS**

Issues raised under this heading included:

- the need for national guidance, national standards to identify good practice;
- the need to write Traveller achievement and Traveller support services into EDPs; EDPs to be effectively scrutinized and monitored;
- the need for school places to be earmarked for highly mobile children;
- reference to the NALDIC report, 'The EAL teacher: Descriptors of Good Practice' (August 2002) page 1, penultimate para, if one substituted Travellers for EAL, the exact same sentiments applied;
- effective record transfer: national record systems that take account of Traveller lifestyle;
- national policy on how to work with Traveller pupils: policies and practices differ from one area to another; both parents and schools are confused;
- the need for a central helpline; website with updated guidance; facility for e-mail responses to questions;
- the need for DfES responsibility for Traveller children needs to be clarified; need for informed expertise at higher level; monitoring;
- the importance of settled funding for long-term provision and for professional development/professionalism: Traveller education is often based on historic 3 year plans whereas LEAs have 5 year plans; and
- the importance of the vital link between home and school: parents are often terrified of entering schools.

## **Key points**

- Settled funding.
- Inclusion of Traveller achievement in Education Development Plans.
- Record transfer, which takes account of Traveller lifestyle.
- ITT and beyond: Traveller education module.
- Nationally recognised professional qualification for teachers of Traveller pupils.

## **D) DEVELOPING STANDARDS FOR TEACHERS WORKING WITH REFUGEE PUPILS**

**Facilitator: Sara Green**

### Questions for Discussion

The workshop considered that the PD needs of teachers working with refugee pupils should be an add-on to existing professional development needs of:

- work on how to liaise and negotiate with other agencies;
- a career structure needs to be put in place for refugee and EAL teachers;
- recognition of EAL teachers or refugee teachers in financial terms;
- knowledge of the education experience of EAL and refugee students;
- training on the Children's Act and the Human Rights Act;
- up-to-date knowledge of educational legislation;
- training on counselling and trauma;
- up-to-date information on funding streams – European and national funding – and on national initiatives such as EiCs, Connexions, etc;
- training on assessment : SEN/EAL overlap;
- basic knowledge and assurance that good practice is taking place – using case study examples;
- inset on delivering good practice – refugee teachers and advisers are often asked to inset staff in schools, so training is needed to do this;
- networking with other schools, with Europe/International, e.g. dialogue can formulate and develop good practice;
- an understanding of children in care linking with Social Services, particularly for 'unaccompanied children' – access to educational services for 16-18 year olds – housing

services, etc;

- training on being able to access the needs of young people and knowing how to refer them;
- expertise needed on school/home liaison;
- knowing how to build and develop cultural links through local communities;
- refugee training in meeting EAL needs for refugee children;
- the whole process of induction/admissions needs to be addressed through professional development;
- training on working with interpreters.

The following points were made during discussion of the question on the principles upon which standards/descriptors of good practice for teachers working in this area should be based:

- Entitlement to schooling/school places in mainstream.
- Access for refugee children to full education in the classroom.
- Built-in sensitivity – whatever standards of good practice are set up, not all of this will apply to everyone - flexibility needs to be in place.
- Refugee teachers are not involved in every aspect of this work – knowing what to prioritise and what can be adapted at local level.
- Entitlement to training for teachers.
- Practice should be based on a ‘good’ knowledge base – underpinned by professional development needs.
- Teachers should have access to professional development.
- Pupils are at the centre of the system.
- Refugee teachers are more than just teachers – they may have to act as trainers for other staff to support learning, or act as co-ordinators between the child and other services.
- Not delving into other professional areas such as counselling or legal aid.
- Type of support – EAL support workers need professional and managerial support from the school and the LEA.
- Acknowledgement that work is done outside the classroom as well as in school.
- Descriptors of good practice need to be understood by all staff.
- Explicit work on equal opportunities in the curriculum – in PSHE, etc.
- Agreed LEA policies/strategies to be reflected in schools on supporting refugee students.

- Local policies to reflect national policies.
- Local policies must emphasise that colleagues should not work in isolation.

The group considered the following issues important in addressing what specialist knowledge and understanding should inform teachers' practice:

- Training in EAL provision – training in meeting the needs of students with 'new English', or no English – focused attention on language – language acquisition.
- National qualification for EAL teachers.
- National forum to be set up that looks at an induction programme for meeting language need – agreed national strategies – not just local induction programmes.
- Recognition that refugee students have diverse needs.
- Building up the assessment needs of students.
- List of resources that are proven to have worked and resources that are updated.

The following examples were provided as demonstrating good practice:

- Knowledge of providers – who have the expert knowledge either in the LEA or outside the LEA;
- Case studies – classroom-based examples of good practice; i.e. on raising the attainment of refugee students.
- OFSTED comments on meeting the needs of refugee students – these could be co-ordinated as examples of good practice.
- Celebrations of communities/culture.
- Examples of good practice on home language use – dual language activities.
- Whole school policies – action plans.

The workshop considered the following points important in measuring success:

- Inclusion of refugee children in schools.
- Systems in place in schools – for example, 'buddy' schemes – induction schemes – training.
- Mainstream teachers using specialist materials.
- Dual language texts in libraries.
- More refugee parents attending parent evenings.

- More refugee students participating in school activities.
- Classroom that reflects the diverse cultures of the students.
- Evidence of teachers networking, for example, teacher being able to draw on internal/external services.
- Collaboration between SEN and EAL teachers.
- Clear referral systems.
- Joined up thinking of support staff.
- Forums in school focusing on specific needs of pupils.

The group agreed on the following key points:

1. EAL and additional training for refugee teachers – plus financial recognition – remunerated career structure.
2. A consistent national strategy for refugee and EAL education and mainstream schools – refugee status, plus training.
3. Knowledge of children’s background and asylum process and ‘additional’ needs of refugees.
4. Identifying and assessing the additional needs of refugee children that impact on their education.

## **E) DEVELOPING STANDARDS FOR THE DEPLOYMENT OF BILINGUAL TEACHING ASSISTANTS**

**Facilitator: Amy Thompson**

After introductions, the group “brain stormed” the following elements of the job profile of bilingual teaching assistants which help to:

- facilitate the acquisition of English;
- maintain and develop first language;
- plan with mainstream teachers;
- contribute to record keeping and monitoring;
- support access to the curriculum through first language;
- assess first language proficiency (mother tongue assessment);
- facilitate home-school liaison;
- act as a positive role model;
- help implement the Race Relations (Amendment) Act;
- assist teachers to activate prior experience; and

- maintain professional development (including attending school INSET sessions, etc, where appropriate).

During discussion Question 1, “What are the principles upon which standards/descriptors of good practice for BTAs should be based?” the group emphasised the important role of the first language, particularly in relation to learning, and the need for pupils to be able to hear and use extended stretches of their first language and engage in dialogue. The approach to language development would be to build on prior knowledge and experience.

The experiences of the group confirmed the unique status and very special role of BTAs and recognised their professionalism, both from the view point of their bi/multi lingual abilities and their cultural expertise.

The importance of finding a language match was discussed. This was very difficult in some schools with a wide range of first languages. The group emphasised the central role of the first language in promoting pupils’ personal identities and in facilitating achievement in English.

The group proposed the following principles:

- There should be a safe and secure environment for learning.
- No child should be expected to leave their home language at the school gate.
- Cultural diversity should be celebrated.
- The principle of race equality and equality of access should be developed.

The group during the discussion of Question 2, “What specialist knowledge and understanding should inform their practice?”, identified the need for BTAs to have a knowledge of the language of children spoken in the school and be able to encourage the development of the first language. They must understand the principles of bilingual development and the role of language in learning. They needed to have a specific understanding of the Literacy and Numeracy Strategies. The BTA should be able to use dual language texts to facilitate bilingual story telling.

In addition they needed an understanding of how the school system in the UK worked and of equal opportunities concepts.

Regarding the facilitation of home/school liaison, they should be able to assist with the translation of school materials, including SEN documentation for example. The group stressed that they should not be used as interpreters or translators, which was a different specialism. They should be sensitive to

issues of confidentiality.

The group discussed the level of literacy needed by BTAs in their first language as well as in English. It was felt that this largely depended on the age and phase of the pupils. At the foundation stage, for example, it was felt that this was not essential.

With regard to assisting with record keeping, the group felt that BTAs needed to know about the observation of children, have knowledge of learning and language development and have effective questioning skills. The ability to maintain effective liaison with class teachers was also important.

The group reflected that the expectations which had been identified were very high and was not reflected in the salary of BTAs.

In considering Question 4, “What steps need to be taken in order to further enhance the professionalism of BTAs?”, the group pointed to the need for an appropriate national pay scale and career structure for BTAs, with a system of performance management to assist their career development, together with appropriate GNVQ qualifications.

The importance of training for mainstream teachers on how to work effectively with BTAs was also identified as was the need for dedicated funding for training for teachers and assistants. The importance of research being undertaken to identify best practice in assisting the learning of pupils with English as an additional language was also raised.

The group agreed the following key issues:

1. It is important to base practice on research on the bilingual approach in the classroom.
2. Dedicated funding to provide specialist training is vital.
3. There is a need for INSET for mainstream teachers to work with BTAs.
4. A proper pay and career structure for BTAs is essential.

### **CONSTANT LEUNG, KING’S COLLEGE**

Dr Constant Leung, King’s College London, acted as the Conference discussant for the final session. He said how pleased he had been to be given the opportunity of acting in this role. One of the most noticeable changes from ten years ago was the lack of familiarity of teachers with the basic terminology of additional language through their initial teacher training which reinforced the importance of CPD in this area. The PGCE course was so compressed that there was little time for EAL/bilingual issues, although there were encouraging beginnings of awareness displayed in the TTA

descriptors.

One of the common messages from the conference was the need to clarify what colleagues were meant to be doing, for example for refugee pupils and in bilingual approaches to learning. There was a need to achieve a higher level of descriptive adequacy in this work.

There was also a need for a coherent strategy to move forward. This included training, qualifications and official recognition. There needed to be a common front to move the profession forward, which was an important message for the DfES also.

Constant Leung referred to the slight unease as to what “the mainstream” was. There had been an increasing public endorsement of anxieties about African/Caribbean pupils for instance and the need for the education system to be able to cater for everyone. However, access to the mainstream was not the full story, there was a need to look at the structure of the education curriculum. There was also a contrast between the mainstream curriculum infrastructure with the EAL/bilingual teaching curriculum structure. If one was teaching in the mainstream, there was a very clear sense of what teaching was, with a whole range of OFSTED/QCA documents for guidance, and an appropriate career path. This was not the case for those teaching in the EAL/bi-lingual/Traveller education context, which were undervalued and under-resourced.

Constant Leung concluded that bilingual children were still being assessed within a monolingual context.

Constant Leung used the grid below to illustrate his main points:

**Contrasting mainstream curriculum infrastructure with EAL/bilingual teaching curriculum infrastructure:**

	Knowledge base	Teaching orientation	Discipline-based teacher education	Assessment
<b>Statutory mainstream subjects, e.g. English and supported specialist areas e.g. NLS</b>	<b>subject knowledge, statutory curriculum (NC) and/or detailed specifications</b>	<b>with emphasis on subject content-oriented</b>	<b>full range of officially supported ITT and CPD; OFSTED/QCA papers ...</b>	<b>statutory subject-based national framework; some local initiatives</b>

<i>EAL/bilingual teaching in the mainstream context</i>	? <i>localized or individual knowledge, folk theory, some QCA guidance &amp; OFSTED inspection criteria</i>	? <i>overcoming communication problem; short-term here-and-now participation</i>	? <i>some local CPD, supported by some local advice and some central advice (QCA, DfES and OFSTED )</i>	? <i>local schemes; use of NC English (mother-tongue) scales with modification at pre- and Level 1</i>
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**Bold = with investment**

*italic = underinvestment*

In closing the Conference, the Chair (Ian Jones) confirmed that a conference report was to be prepared and sent to participants and would be available on the NALDIC and NUT websites. He reflected that the previous joint conference between the two organisations had focused on funding post Section 11. The issue of funding for minority ethnic pupils was still a vital issue but it was also important to work to support teachers' professionalism.

The Chair thanked the speakers for their excellent presentations and participants for their lively contributions, particularly in the discussion groups. He thanked NUT staff for their work in making a very successful conference.

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