# The national audit of English as an additional language training and development provision

An independent report commissioned by the TDA

**January 2009**

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# Introduction

1. The increase in the number of pupils learning English as an Additional Language (EAL), most particularly since 2004, has led to an increased interest in the development of specialist and non-specialist EAL teaching skills and qualifications. While overall pupil numbers are falling, the number of EAL pupils in both the primary and secondary sectors is increasing and has risen by a third since 2004. These demographic changes have clear implications for workforce supply, development and modernisation.

2. Efforts by the Agency, initial teacher training (ITT) providers and others have resulted in improvements in newly qualified teachers' (NQT) views about the quality of their training in preparing them to work with learners with EAL. For example, 34 per cent of NQTs in the Newly Qualified Teacher Survey 2008 gave very good or good ratings for the EAL question compared with 22 per cent in the 2003 survey. However, the ratings remain lower than those for other questions surveyed. (TDA, 2008a).

3. In May 2008, EAL was recognised as a national priority within the work of the Training and Development Agency for Schools. The 2008–09 remit letter from the Department for Children Schools and Families (DCSF, 2008) identified EAL ITT and continued professional development (CPD) for the school workforce[1] as a new national priority:

    > Recognising the increasing significance of EAL support for children and young people, the Agency should take forward work within the integrated qualifications framework to develop a pathway of qualifications for teachers and support staff to provide leadership in effective EAL teaching and learning.

4. Significant support for prioritising EAL CPD was an outcome of the recent Masters in Teaching and Learning consultation events. The summary of outcomes from regional consultation events identified four main areas of content for the MTL programme, and EAL was identified as a major theme within Content Area 3 (TDA, 2008b). EAL was identified as content appropriate for all participants, but with the potential of being extended as a specialism for individual participants.

5. In September 2008, the Agency awarded the contract Strategy for the development of English as an additional language to the Institute of Education.  The Agency commissioned the National Association for Language Development in the Curriculum (NALDIC) to undertake a national audit of EAL training and professional development provision as the first step in this strategy. The objective of this audit was to provide the Agency and other policy makers with an up-to-date and accurate overview of current EAL training provision nationally and to explore regional variation in availability and take up of accredited and non-accredited training and CPD. The audit included: a questionnaire survey of all local authorities (LAs); a systematic web based information search to identify relevant academic, professional development and other training provision; follow-up interviews with a sample of LAs across the country and face-to-face or telephone interviews with other organisations and providers active in this field.

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[1] In this report the school workforce includes headteachers and other managers, teachers, teaching support staff and non classroom-based support staff

# Main Audit Findings

6. The survey returns from 56 LAs included details of over 200 training courses, which took place in 2007-8 and involved more than 11,247 participants from across the school workforce. Overall, 36 per cent of participants were identified as class or subject teachers, 27 per cent as teaching assistants, 9 per cent as school leaders and managers, 5 per cent as EAL specialist teachers, 4 per cent as non-teaching support staff and 20 per cent as other or unspecified. However the overall picture varied considerably between individual LAs and regionally. For example, survey returns indicated that while the average number of participants in each LA was 230 annually, some LAs trained over 1500. The number of participants trained annually by LAs did not link strongly to the amount of Ethnic Minority Achievement Grant (EMAG) funding. LAs receiving grants up to £500,000 per annum tended to train at least as many participants as authorities receiving larger grants.

7. There is a range of EAL CPD and vocational training models in evidence, including opportunities within schools, through networks of schools and through collaborations. The most popular model was a one-day or half-day course covering a range of EAL issues. Most courses were delivered at LA professional development centres and only one e-learning LA EAL course was identified. There is some evidence from interviews with LA personnel of a trend in LA activity away from providing or supporting blended learning programmes to providing or supporting training within schools and networks. The triggers for this include national policy initiatives, resource limitations and responses to local circumstances. The audit found limited evidence of an agreed, evidence-based pedagogical rationale for the adoption of particular CPD models or a shared methodology between providers for evaluating impact. Monitoring and evaluation of both training participation and impact is a weak aspect of provision and most providers of EAL CPD and training have yet to embrace the Agency's CPD Code of Practice fully.

8. Audit responses indicated that there is a clear recognition that EAL training and CPD needs to be differentiated by staff role and incremental, however there is limited agreement about appropriate content areas for staff performing different roles within the school workforce at different stages of their careers. As a result, CPD and vocational training is not always sufficiently differentiated. For example, the content of much LA and private provider training is induction or entry level and, therefore, might reasonably be expected to form part of every teachers' ITT if they are judged to have met QTS standard Q19[2]. Similarly, there is very limited provision for EAL early professional development (EPD) in the second and third years of teachers' careers. There is some evidence that the absence of nationally agreed content areas has led to CPD and vocational provision that is reactive rather than progressive, and to development issues being displaced by short term foci. **The major gap identified by LA survey respondents was sustained and accredited CPD for EAL specialists/coordinators**.

9. Agency initiatives to enhance the training and preparation of TAs and higher level teaching assistants (HLTAs) means that standardised EAL optional induction training is in place and is delivered in most, but not all authorities. However links between training for TAs and teacher CPD are not consistent. Support staff accreditation routes and those units in the national occupational standards for supporting teaching and learning in schools (NOS STL) applicable to staff who provide support for bilingual pupils were not generally well known. Training for support staff offered by the private sector often appeared to duplicate induction training. Standardised EAL optional introductory training developed by the Agency to enhance the

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[2] Know how to make effective personalised provision for those they teach, including those for whom English is an Additional Language, or who have special educational needs or disabilities, and how to take practical account of diversity and promote inclusion and equality in their teaching.

training and preparation of non classroom-based support staff in this area of work has yet to be widely offered.

10. Survey results indicate that only 26 per cent of training offered by LAs was sustained over a term or longer and only 12 per cent was accredited. Few accredited EPD and CPD courses are available to mainstream and specialist teachers and other staff wishing to specialise in EAL or to extend their knowledge in this area. Accredited courses that relate to EAL for teachers and other staff were identified in 27 Higher Education Institutions (HEIs). These included Advanced Cert, PG Cert, PG Dip and M level courses for teachers, delivered in a variety of modes and at various credit levels. In some courses, EAL or associated content was an optional module. In others, all course content related to EAL.  For TAs and HLTAs, the courses include: HE Certificate, Professional Qualification for Teaching Assistants, and Foundation Degrees with optional EAL modules. In the absence of a nationally consistent framework, the content and credit level of such courses are variable. A number of Further Education (FE) institutions offer optional EAL units within NVQ NOS/NOSTL at Level 2 and 3, although this very new qualification is not yet attracting significant numbers of entrants.

11. There are significant barriers to individuals and schools gaining access to useful information about the content, quality and applicability of training and CPD courses. Although most HEI course information is posted on the web, it is not always clear whether the content is applicable to staff working with linguistically diverse pupils in England or more focussed on acquiring English in a non-English speaking setting. In addition, information relating to LA led CPD and training is not routinely available on public access websites. For example, courses taught or accredited through LA collaborations with HEIs were rarely included within the course information made publicly available.  A further barrier for potential participants is making sense of the varying credit and qualification levels.

12. Overall the picture regarding EAL CPD and vocational training is inconsistent. There is a high level of variation between the training available to staff in different LAs and different regions and a limited differentiated training for groups of staff at different stages of their careers. This means that high quality, relevant CPD and vocational training on EAL issues for mainstream and specialist staff across the school workforce is not yet consistently accessible nationally.

# Actions

*In the short term*

- The Agency will take steps to improve the quality of information about the EPD, CPD and vocational training that is available both to individuals and schools, and support the comprehensive dissemination of this information. An immediate step is publishing this audit and disseminating its findings widely. The Agency will seek to support collaborations and professional networks that can help to overcome information gaps and the lack of a nationally consistent picture.

- The Agency will consider how it can encourage all providers to adhere fully to the TDA's Code of Practice regarding CPD through initiatives such as the TDA Register of CPD Providers.

- Within the context of the 5-year EAL strategy, the Agency will prioritise the development of CPD relating to EAL as a teaching and learning specialism and, in particular, role-related professional development for EAL coordinators. Unless corrected, this historic gap is likely to have an adverse impact on the availability of suitably qualified EAL staff and an adverse impact on children and schools.

- The Agency has commissioned further research to investigate the range of successful and/or innovative models of EAL CPD and vocational training. As part of this work, the Agency will identify how well existing offers meet the need for differentiated professional development for staff at various stages in their careers undertaking various roles. Further research will also identify how ITT can contribute to overcoming the reported shortage of EAL specialists/coordinators. All research will be published and disseminated widely, for example, through professional networks and associations

*In the medium and longer term*

- The Agency will seek to overcome the insufficiently differentiated, repetitive and relatively low level nature of much EAL CPD and vocational training by commissioning the development of a set of outcomes to support the supply of differentiated and progressive training and qualifications for all sectors of the school workforce. These outcomes will complement and be consistent with the professional standards for teachers and the NOS STL and further exemplify the knowledge, understanding and skills required by the range of roles to provide effective support for the teaching and learning of children with EAL.

- These and other initiatives will help overcome the inconsistencies and gaps identified within this audit, by supporting the development of EAL training which features agreed and broadly consistent content at various levels and offers developmental opportunities and clear career progression pathways. The support of those responsible for delivering and accrediting qualifications and training will be sought at an early stage in this process.

- Particular attention will be paid to ensuring that EAL professional development planned and supported as part of the 5-year strategy, is consistent with the new MTL framework.

# Audit

## Background

Until 1999, training of the school workforce in respect of EAL was funded largely by the Home Office, through Section 11 grant funding. In 1999, this funding was replaced by the DfEE Ethnic Minority Achievement Grant (EMAG). This grant is distributed to LAs on a formula basis. The EMA grant is intended to (i) allow LA strategic managers and schools to bring about whole school change in narrowing achievement gaps for Black and minority ethnic pupils, which in turn ensures equality of outcomes; and (ii) cover some of the costs of the additional support to meet the specific needs of bilingual learners and underachieving pupils. Approved grant funded activity includes provision for training and professional development. An increasingly wide range of activities to support the varied needs of minority ethnic pupils is now included within the remit. This funding has been extended over a number of years and has been guaranteed to 2011. Each LA is required to devolve the bulk of this funding to schools, with provision for a small LA hold back to fund central staff and activities.

Since 1999, policy initiatives have focused on strengthening mainstream provision for learners of EAL at institutional and classroom level. This is reflected in the DfES consultation document, 'Aiming High: Raising the Achievement of Minority Ethnic Pupils' (2003) and subsequent 'Aiming High' initiatives. The introduction of EMAG was evaluated by Ofsted in *Managing Support for the Attainment of Pupils from Minority Ethnic Groups published* in 2001. The report drew on a range of evidence on the impact of the new grant on training opportunities, but direct evaluation of training events was not undertaken.

A subsequent Ofsted survey *Support for minority ethnic achievement: continuing professional development* (2002*)* was set up to explore the range, quality and impact of in-service training on teachers' performance and professional development. This evaluated EMAG funded training events and provision in ten rural and urban LAs. The report found that the majority of school and centre-based courses were short, stand-alone events and that there had been a sharp decline in the number of long-term accredited courses. The report concluded that the picture of CPD was '*one of wide-ranging and good-quality professional development provision, but provision that does not meet one of the most urgent training needs in this area, namely for more specialists'*

A DfES funded research project in 2000 *The EAL teacher: Descriptors of Good Practice* (Franson, NALDIC, 2002) included some data collection in relation to HEI accredited training for teachers, and developed some descriptors of effective EAL specialist practice. This report concluded that there was a need for a national qualifications framework and consistency across the sector. This was followed, in 2004, by a joint NUT/NALDIC statement which called for: a costed audit of need based on defined standards; a career structure which enhances professional status, offers adequate opportunities for advancement and ensures improved recruitment and retention; and adequate new funding to put in place accredited CPD programmes to meet different needs and at all levels, including a major accredited rolling programme of training for mainstream teachers and courses for specialist teachers at both Diploma and MA levels. (NUT/ NALDIC 2004)

In March 2003, the DfES carried out an audit of all existing LA EAL training provision as part of a planned EAL strategy development programme '*to develop a strategy for training specialist and mainstream teachers and other practitioners to a nationally consistent level'*. The results of this audit were not published but a number of strands of work followed. For example, in 2003, the DfES made a small grant to four HEIs working in partnership with one or more LAs to provide training for specialist teachers and TAs in EAL. The intention of the grant was to '*arrest the decline in opportunities to gain accreditation in this field'*. The subsequent evaluation indicated that there was more work to be done to build links between EPD, CPD and participant teachers' practice in schools and to clarify and align the accreditation of such courses within the occupational standards framework (Ofsted, 2006).

The National Primary Strategy also began a strand of work, which included EAL-specific training and professional development, particularly for mainstream teachers. This began with a pilot in 21 authorities with *'a relatively high proportion of pupils learning EAL and evidence of underachievement in individual schools and/or amongst pupils from particular ethnic groups'*. (Lancashire, Bradford, Kirklees, Sandwell, Newcastle, Manchester, Bristol, Birmingham, Leicester City, Luton, Hertfordshire, Slough, Surrey, Ealing, Brent, Redbridge, Hackney, Haringey, Lambeth, Newham and Tower Hamlets). The cost of the project was met jointly by the Pupil Standards Division and the Ethnic Minority Achievement Project and included a programme of training and support for mainstream staff to improve their competence and confidence in meeting the needs of bilingual learners to build capacity at individual school level. This produced, for example, *Learning and Teaching for Bilingual Children in the Primary Years* (DfES, 2006a), which is a framework for EAL CPD for mainstream teachers. This was followed by projects such as the nomination of leading teachers within participating LAs and, more recently, a focus on disseminating information and materials regarding newly arrived EAL learners (NAEP) and work on a secondary strand. The evaluations of the EAL primary pilot (DfES, 2006 and DCSF, 2007) suggested that the pilot programme had had some impact on the achievement of both bilingual and monolingual pupils in participating schools and that the qualitative impact was very closely related to the quality of support provided by individual LA consultants. In 2006, a number of participating authorities were invited to become EAL 'hubs' which were given responsibility for informing other LAs of training initiatives and materials.

Alongside this work, the TDA has also taken steps to enhance the training and development of support staff. For example, the TDA has produced a revised version of the 2002 DfES EAL induction training module for TAs and an introductory training module for non classroom-based support staff. Additionally, new NOS STL for TAs were introduced. These included a specialist strand related to bilingual TAs. The TDA has also produced materials that further exemplify the NOS STL for those working with EAL and bilingual learners. (TDA, 2007)

# Scope

The audit took place from September to October 2008. In order to arrive at a clear picture of provision, the training providers, participants and scope of training to be investigated as part of this audit were specified as outlined below.

## Training providers and courses

The audit investigated:

- all vocational and HEI provision accredited nationally through QAA or QCA

- all training accredited nationally by other accreditation bodies and available regionally, and

- all non-accredited provision provided through large scale regional and national training providers including a representative group of LAs across the 9 Government office regions, the National Strategies (NS), national and subject associations, and private providers of EAL training.

## Training participants

Audited participation in LA courses included school leaders; teachers (both specialists and mainstream non-specialist staff); support staff (including specialist TAs, specialist bilingual TAs, non-specialist TAs, HLTAs and non classroom-based support staff). The audit excluded training for the school workforce not directly related to EAL teaching and learning, for example, training for bursars or school data managers relating to the administration and manipulation of data related to EAL and bilingual pupils. The extent of training take-up by these groups of staff was audited through the survey sent to all LAs in each of the 9 regions. Within the survey, LAs were asked to specify which of these staff groups their training was aimed at and to provide numbers of participating staff, broken down by these broad categories. The outcomes of this can be found on page 12.

## Scope of training

The audit included training and development related to EAL teaching and learning for the school workforce in England and specifically excluded both ITT and accredited and non-accredited CPD and vocational training related to:

- ESOL (English for Speakers of Other Languages) primarily aimed at adult learners, and

- EFL (English as a Foreign Language) primarily aimed at learners encountering English in a non-English speaking setting, i.e. overseas.

Recognising that LA training was generally EMAG funded and following national policy which promotes a conceptualisation of EAL as an aspect of ethnic minority achievement rather than as a subject in its own right, it was expected that a significant section of training would address EAL issues as part of ethnic minority and other achievement issues more generally. The audit team therefore encouraged respondents to provide information on courses in the following terms – '*Please include all programmes that address EAL pupils' learning needs. These may have titles associated with EAL, bilingual pupils, multicultural education and/or ethnic minority achievement. Please also include courses that have an element of EAL training within them, for example, induction courses for new staff.* Following the data collection, responses were then analysed by theme. In addition, information was collected on the length of such training to help differentiate between tangentially related one-off events and more extensive and extended training and development regarding EAL teaching and learning. The outcomes of this can be found on page p14.

# Methodology

A three-phase audit was carried out, with multiple components in each phase. The design was informed by the expertise in social science research of the principal researchers and their knowledge and professional experience of the field of EAL. Adjustments to the methodology were made in the light of emerging issues.

## Phase 1

## Data collection and web search

A questionnaire survey was sent to all 150 LAs in England to gather relevant information pertaining to the purpose of this audit. The questionnaire asked for information about all types of professional development and training provision that respondents considered related to EAL teaching and learning, for all recognised levels of the workforce in statutory school education. The questionnaire was presented as both a postal hard-copy and in an electronic format. The questionnaire survey was emailed to 202 TDA CPD contacts for 150 LAs and posted in hard copy to all 150 authorities in early September.

The response to the initial postal and electronic dispatches of the questionnaire was very poor. This was followed up by systematic telephone calls and email messages after a two-week period. This targeted follow up indicated that the TDA CPD contacts often had very little connection with or knowledge of CPD arrangements related to EAL and highlighted complications around the protocol for such requests. The survey was therefore re-sent electronically to 75 EMAG contact listings from other sources. In addition, requests for completion of the questionnaire were sent to NALDIC members to supplement the main survey returns and, where appropriate, to triangulate findings. During the course of the audit, 80 LAs were contacted by telephone to request survey submission, some of these contacts involved a series of telephone calls.

A systematic and exhaustive web-based information search was conducted to identify relevant academic, professional development and other training provision in 93 HEIs, public bodies such as NCSL, subject associations, and commercial organisations that run professional development courses for school staff. In addition to the web search, a web-based survey of training provision was made available to individuals and public and private institutions. This provided complementary information to support and supplement the web search.

## Phase 2

## Follow-up interviews

The information collected through the questionnaire survey and web search was collated and codified. It was followed up through interviews with four representative LAs from each of the nine government regions to provide a clearly indicative national picture. The selection of authorities was made on the following basis:

- 1 'high activity' authority where survey return indicated the number of participants trained annually was well above the survey average
- 1 'medium activity' authority where survey return indicated the number of participants trained annually was similar to the survey average
- 1 'low activity' authority where survey return indicated the number of participants trained annually was well below the survey average, and
- 1 non-responding authority

Some adaptations to this rationale were made in view of regional circumstances. For example, low return rates in the North East region meant that 3 non-responding authorities were selected for follow up interviews.

Detailed notes were kept on the follow up interviews, which were then used to assist with content analysis.

The information yielded through the web search regarding HEI, FE and other provision generally provided the level of detail and coverage required for the purpose of this audit. It did not provide details of the numbers of participants. These details were followed up by the research team through email and telephone contact. Face-to-face interviews were undertaken with the NS and telephone interviews with a selection of other providers.

# Phase 3

# Analysis, interpretation and writing-up

The researchers were responsible for analysing, interpreting the data, and producing this draft final report. The data collection and compilation used appropriate quantitative computer software to aid analysis and reporting. Descriptive statistical techniques were used where appropriate to summarise and to present findings. The follow-up interview data was also analysed using content analysis techniques. The findings drawn from the interview data are presented, as far as possible, using terms deployed by the respondents. Where there were ambiguities, narrative accounts are provided to contextualise and to make meaning explicit.

# Findings

## LA survey findings

56 authorities responded to the survey request. In some cases, they responded only after having been selected for interview. This comprises 37% of all LAs in England. Information was provided on accredited provision for a further 4 authorities. The number of survey responses by region is shown below in Table 1.

**Table 1**

**Responding local authorities by region**
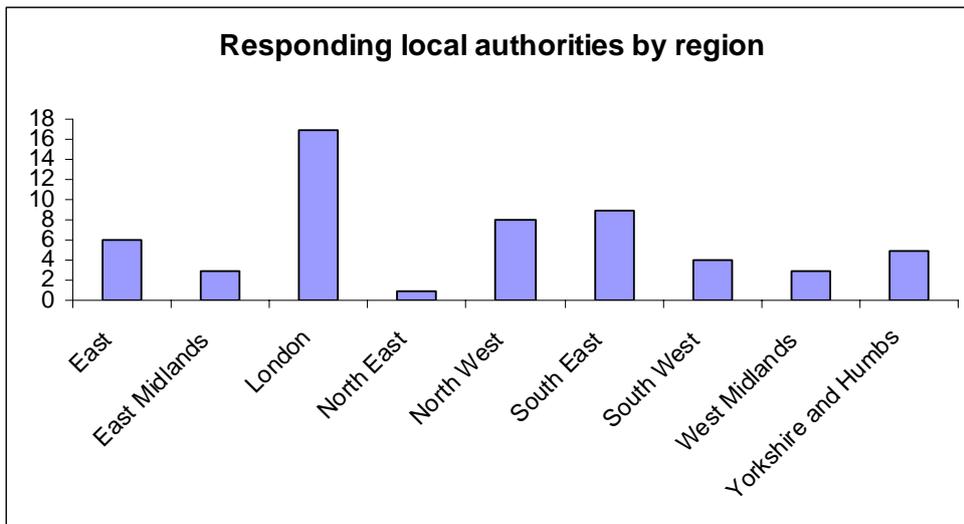


### *Training for different groups of staff*

The survey returns identified EAL-related training was provided to 11,247 participants in 2007-8. Not all authorities completed information regarding participant numbers. Some authorities indicated that they did not keep records, particularly where training was carried out at school level. In addition, not all authorities provided and/or kept information on the role of participants. Details of training participants by role are shown in Table 2 below

**Table 2 Total number of participants by role**

**Participants in LA CPD and vocational training by role**
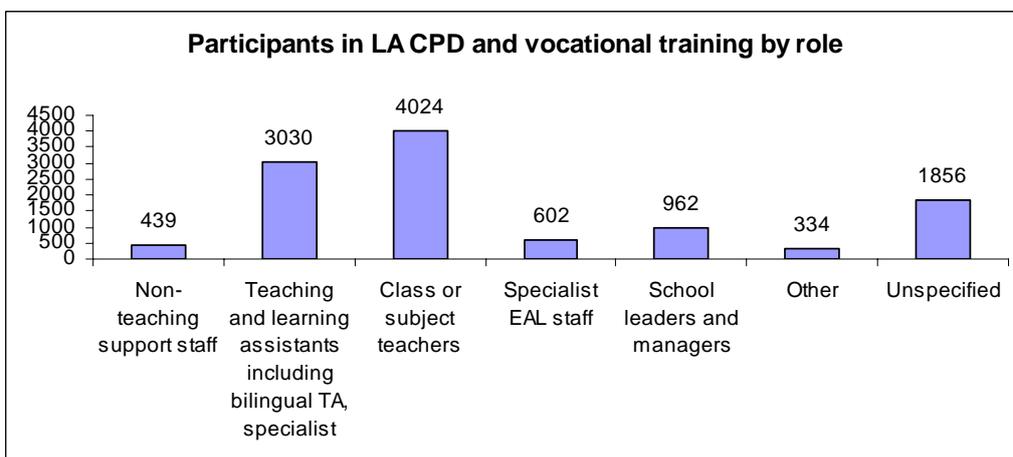
The total number of participants in each LA ranged from 0 (Shire county, South East Region) to 1592 (County authority, East of England region). The average number of participants annually, where information was provided, was 230. The average number of participants in LA CPD and vocational training by role is shown in Table 3 below.

**Table 3**

| | |
|---|---|
| Class or subject teachers | 82 |
| TAs | 62 |
| School leaders and managers | 20 |
| EAL specialist teachers | 12 |
| Non classroom-based support staff | 9 |
| Other | 7 |
| Unspecified | 38 |
| **Total** | **230** |

The total number of participants (where provided) by region and percentage by workforce role is shown below.

**Table 4**

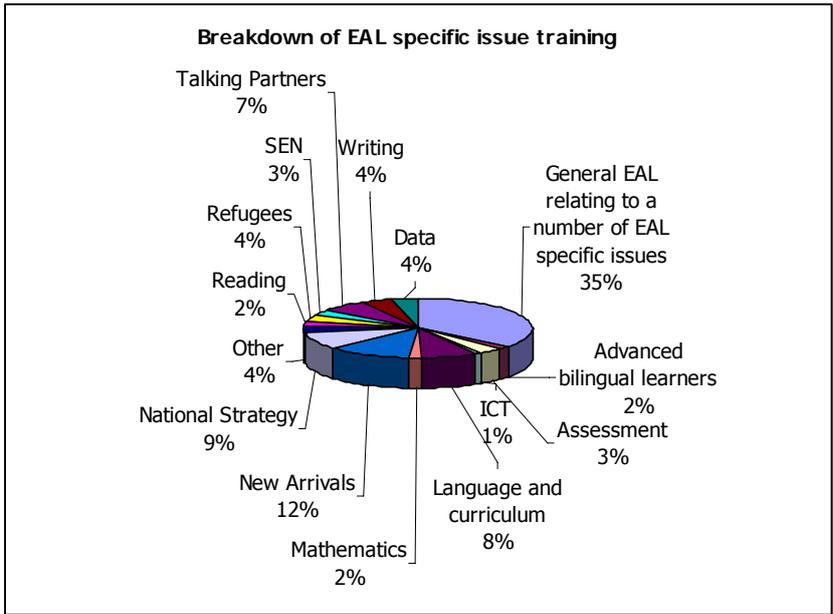| | East | East Midland | London | North East | North West | South East | South West | West Midland | Yorks & Humber | All regions |
|---|---|---|---|---|---|---|---|---|---|---|
| Class or subject teachers | 46% | 8% | 35% | 0 | 25% | 32% | 32% | 56% | 47% | 36% |
| TAs | 27% | 35% | 16% | 0 | 27% | 38% | 41% | 35% | 41% | 27% |
| School leaders and managers | 11% | 8% | 11% | 0 | 5% | 1% | 14% | 4% | 7% | 9% |
| EAL specialist teachers | 2% | 9% | 11% | 0 | 2% | 3% | 1% | 5% | 0% | 5% |
| Non classroom-based support staff | 4% | 3% | 7% | 0 | 5% | 0% | 0% | 0% | 0% | 4% |
| Other | 4% | 1% | 2% | 0 | 1% | 6% | 9% | 0% | 5% | 3% |
| Unspecified | 7% | 35% | 18% | 0 | 35% | 20% | 3% | 0% | 0% | 17% |
| Total | 3121 | 867 | 3366 | 0 | 1401 | 1026 | 446 | 351 | 669 | 11247 |

EMAG funding grants made to survey respondents in 2007-8 totalled over £75 million. Authorities receiving small or medium sized grants (up to £500,000 per annum) tended to train at least as many if not more participants than authorities receiving large grants.

## Training courses and scope of training

Information was submitted concerning approximately 200 courses. Analysis of the training course content indicated that 88per cent related to EAL and 12per cent did not. Further analysis of the EAL CPD and vocational training content, indicated that authorities generally defined their training either by issue/content, or by participant role. A third form of commonly mentioned training was 'networking sessions'. Networking sessions were most frequently aimed at EAL coordinators or those with the responsibility for EAL at a school level. They appeared to act as an update mechanism, often concerning materials and developments developed by the NS. In some LAs, a number of differentiated networks had been set up with content specifically targeted to particular audiences.
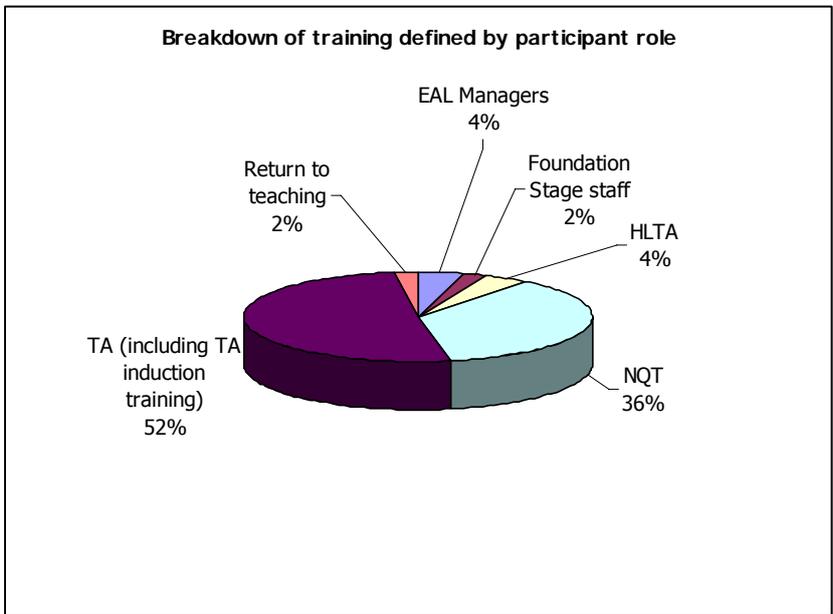
Content defined courses included training related to identified additional language development issues or groups of pupils. This type of training included, for example, CPD related to newly arrived pupils or to developing bilingual learners' language across the curriculum. This type of training also included 'off the shelf' products such as 'Talking Partners' and some NS training. Most of these were short (one day or half day courses). Those courses identified as 'General' included longer or sustained courses, which covered many issues in greater depth. 'Language and curriculum' courses were also often more lengthy

**Table 5 Training courses defined by EAL issue or pupil typology**

**Breakdown of EAL specific issue training**

- Talking Partners 7%
- SEN 3%
- Writing 4%
- Refugees 4%
- Data 4%
- Reading 2%
- General EAL relating to a number of EAL specific issues 35%
- Other 4%
- Advanced bilingual learners 2%
- National Strategy 9%
- Assessment 3%
- New Arrivals 12%
- ICT 1%
- Mathematics 2%
- Language and curriculum 8%

Authorities also defined their training by role of the participants, for example training for TAs or primary mainstream teachers. The most frequent courses were induction training for TAs and induction for newly qualified teachers. This type of training almost always took the form of short (day or half day) courses and covered a variety of issues such as ethnic diversity and cultural inclusivity and strategies to support pupils.

**Table 6 Training courses defined by participant role**

**Breakdown of training defined by participant role**

- EAL Managers 4%
- Foundation Stage staff 2%
- Return to teaching 2%
- HLTA 4%
- TA (including TA induction training) 52%
- NQT 36%

The breakdown of the number of training courses (as a percentage of all training courses) across these three groupings is indicated in Table 7 below.

**Table 7**

| Types of course | | Percentage of overall number of courses |
|---|---|---|
| **Content defined courses** | | |
| | General EAL relating to a number of EAL specific issues | 22% |
| | Advanced bilingual learners | 1% |
| | Assessment | 2% |
| | ICT | 1% |
| | Language and curriculum | 5% |
| | Mathematics | 1% |
| | New arrivals | 7% |
| | NS | 6% |
| | Other | 2% |
| | Reading | 1% |
| | Refugees | 2% |
| | SEN | 2% |
| | Talking Partners | 4% |
| | Writing | 2% |
| | Data | 2% |
| **Role Defined courses** | | |
| | EAL managers | 1% |
| | Foundation Stage | 1% |
| | HLTA | 1% |
| | NQT | 10% |
| | TA including induction training | 15% |
| | Return to teaching | 1% |
| **Networking** | | 9% |

The participation numbers in each type of course is illustrated in Table 8. This indicates, for example, that TAs are much more likely to attend role-related EAL training than EAL specialists.

**Table 8**

| | Total | Non classroom-based support staff | TAs | Class or subject teachers | Specialist EAL staff | School leaders and managers | Other | Unspecified |
|---|---|---|---|---|---|---|---|---|
| Content defined | 7173 | 285 | 1368 | 2914 | 384 | 885 | 290 | 1047 |
| Role | 3251 | 141 | 1497 | 775 | 37 | 45 | 24 | 732 |
| Networking | 823 | 13 | 165 | 335 | 181 | 32 | 20 | 77 |

## Length of training and delivery

All authorities responding to the survey used a mix of types of training. The most popular model was the one day or half day course. Only 26% of training offered was sustained over a term or longer. Most courses were delivered at local authority professional development centres. The second most popular venue was schools. Only one LA submitted details of an e-learning course.

**Table 9 Training duration**
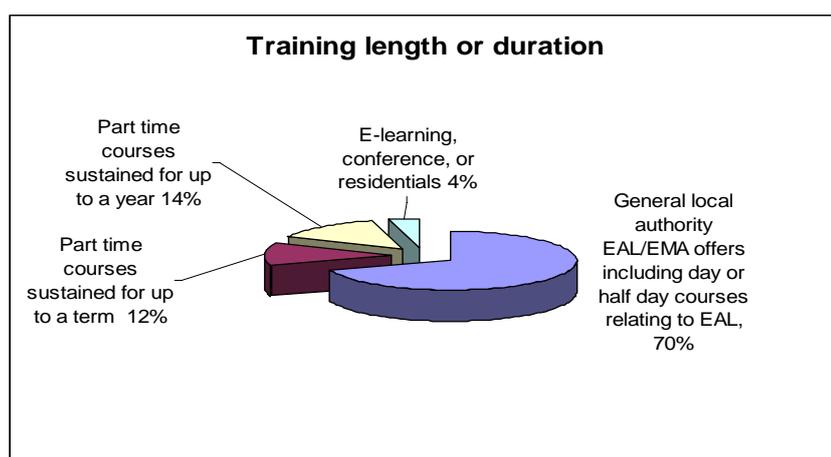


## Accreditation

Of the training information provided by LAs, 12per cent was said to be accredited and 88per cent was not. Not all respondents were clear whether training was accredited or not and in some cases they used accreditation to mean certification or delivery under license from another organisation, for example, Talking Partners or Language in Learning Across the Curriculum  (LiLAC) courses.

Accredited (or about to be accredited) course titles submitted included:

- Accredited EAL Course for Teaching Assistants
- Meeting the Needs of Ethnic Minority Students Across the Curriculum
- Bilingualism in Education
- Developing Inclusive Practice for Pupils with English as an Additional Language
- EAL Pedagogy & Practice
- EMA Accredited Course
- Enhancing the Learning and Teaching of EAL Pupils (Primary)
- Ethnic Minority Achievement: Getting it Right
- Foundation Degree:  English as an additional language module
- HE Certificate in Ethnic Minority Learning Support
- Induction Programme for Teaching Assistants Primary and Secondary (SWiS and NVQ)
- Living and Learning in more than one language
- Postgraduate Certificate - Practice and Pedagogy
- Postgraduate Certificate in Teaching EAL
- Postgraduate Certificate/Diploma/MA TEAL
- Postgraduate Certificate: Support for bilingual pupils in schools
- Raising the Achievement of Minority Ethnic Pupils
- TA induction course
- Talking Partners, and
- Teaching Students of English as an Additional Language in Mainstream Classrooms: Language in Learning Across the Curriculum (LiLAC)

Accredited courses included at least one example for the following elements of the school workforce: teachers (specialist and non specialist), TAs and HLTAs. A number of respondents indicated that they were seeking accreditation for courses. One indicated that they had sought accreditation but communication with their local HEI has been problematic. The respondent noted additionally that '*teachers 'did not want the commitment of working towards credits for an MA'.* This was echoed by another respondent who commented:

> '*I think it is important to note that even with financial support and a good reputation for an interesting and challenging course it has been very difficult to recruit students at this level. Schools have been reluctant to release staff, although it has been offered on Saturdays and afternoon/early evening sessions. Students[Teachers] often talk of feeling overwhelmed with work and other responsibilities and sometimes question the value of further study, given their existing workloads.'*

Many of the courses were accredited through local arrangements with HEIs. Such courses were therefore not generally represented within the course information made publicly available.

## Typical training package

A typical LA menu of training consisted of:

- induction training for TAs, usually TDA half day session
- induction training for newly qualified teachers, typically one day or half a day
- networking sessions, often for EAL coordinators. Usually termly and typically half a day or shorter
- day courses, which arise in response to new LA or school priorities or issues, and
- EAL specific training for specialists and/or mainstream staff based on one or half day trainings on specific issues relating to pupil typology or language acquisition issues. In some cases, these built towards an accredited course (or a course which was in the process of being accredited).

# Post-questionnaire follow-up telephone interviews

The post-questionnaire telephone interviews were designed to (a) clarify information provided in the questionnaire, (b) provide a further opportunity for respondents to supply further relevant information, and (c) offer respondents an open opportunity to add items of information/views not sought by the questionnaire, but considered by them to be pertinent to the audit. The sequence and forms of questioning were flexible to allow for a reasonably comfortable flow of exchange between the interviewer and interviewee.

Interviews were attempted with four LAs from each of the nine regions. Interviews took place with 22 of the 36 authorities selected. Interviews could not be obtained with 14 selected authorities despite persistent follow-up. Each interview was approximately 45 minutes in duration. Detailed notes were kept on the follow up interviews, which were then used to assist with content analysis.

The following summary of information provided by respondents is organised under 6 themes

## 1. Training for different groups of staff

**Specialist EAL staff and EAL coordinators**

Provision for this group of specialist staff is patchy. At a school level in a number of LAs, this role has been subsumed into an inclusion coordinator role or been added to the role of the school SENCO. Some authorities have regular training for specialists. One LA has a professional course for EAL teachers, which offers a route into a Master's level qualification. The LA believed that this is key to their success and should be a national requirement. Another LA has made decision to build capacity in schools and train EAL leaders so the EAL service is not the first point of call. In this authority, school-based training takes place in those schools with a trained leader. The service takes care in the provision of its new arrivals training so that leaders are not distracted.

Substantial training for EAL coordinators was the training gap most often identified by interviewees (see below). This is consistent with the picture from the survey, which indicated that only 1per cent of all training delivered by LAs relates to the role of EAL specialists and coordinators. A number of respondents spoke warmly of the RSA course, which was the main in-service qualificatory route for EAL specialists up until the early 1990s. Some respondents had heard of the forthcoming compulsory training for new SENCOs from 2009 and argued that something similar was required for EAL coordinators. Some felt the case for providing specialist training for EAL coordinators has been weakened by the current official policy because, unlike SEN, there is no statutory requirement for every school to have an EAL coordinator.

Allied to this, a number of authorities identified that the current supply of specialist EAL teachers, coordinators or leading teachers was dwindling and they had a 'shallow pool' of future expertise to draw on. A number of authorities were beginning or hoping to identify future leading teachers but no explanations were provided of criteria they might use to identify such individuals. This is of particular significance given the role envisaged for school-based mentors within the new MTL qualification.

**Mainstream or non-EAL specialist teachers including NQTs and beginner teachers**

Although information from the survey indicated that this group of staff was the major beneficiary of LA EAL training, the picture of provision that emerged from interviews suggests that there is a range of different purposes, practices and content coverage. For example, while most LA EAL teams contribute to the generic NQT induction programme, some do not. Similarly, for some LA teams, their input is marginal, for example, limited to providing information about the services available in the authority.

A number of LAs offer training separate from the LA induction programme. This training is linked to the core professional standards but is interpreted for EAL. This training is optional and fewer than 10per cent of NQTs attend. One LA previously offered a full week programme for NQTs but found this was not sustainable.

Some LAs offer NQTs additional 'mentoring' support if they are in schools, departments, or classes receiving in-school pupil support or training. In one rural LA, where there are many SCITTs and GTPs, schools tend to run the

NQT induction programme themselves so the LA service is not sure how much EAL content they get. Another rural LA is designing an M-level accredited course for mainstream teachers.

Only one LA targeted teachers in their second and third years of teaching specifically. This course seems to be successful with attendance increasing. The course is adapted from the NS EAL primary CPD programme. The format is 2 taught days, with assignments undertaken in the school setting.

**Teaching assistants**

The training of TAs is generally seen to be a priority. This is reflected in the survey findings that TAs are the second largest beneficiary of LA EAL training. One LA noted that many teachers who coordinate EAL are nearing retirement and the tendency, in this authority, is for their role to be taken by TAs with SMT oversight. However, provision, as for other staff, is patchy and there is little consistency in entitlement.

Many LAs offered short EAL inputs into generic TA induction programmes (although this training is not always delivered by LA EAL teams). Often this was the only opportunity for all TAs to be exposed to EAL training. Sometimes the input comprises only information about the services available in the LA, in others it is related to the delivery of the TA optional EAL module. Some LAs have adapted the TDA module, but the adapted module is not always delivered by EAL specialists

Where subsequent training exists, TAs usually attend only if their school sees it as a priority. Some TAs receive training as part of in-school support programmes. Interviewees in all LAs spoken to had no data about which schools had trained TAs. Some conceded that such data would be a useful QA measure. Some LAs offer no central TA induction programmes and some offer programmes only once every few years because numbers and staff turnover are low.

Some LAs offer substantial and/or accredited training for a small number of TAs. In one LA, a planned development is to identify 'leading TAs' who have completed advanced training. These TAs will then be deployed to disseminate good practice to others. Another LA has an impressive TA programme offering 4 levels of training, from induction to accredited EAL training for TAs.

One LA offers no formal training for TAs, preferring to offer TAs support in school. They believe this is a better method as they feel that it is difficult for TAs to get released from their duties during school hours. TAs often get trained as part of in-school training in this authority. This is usually only a proportion of TAs (depending on the focus of support) but sometimes, as part of bespoke training, schools will ask LA teams to train all their TAs

*Headteachers and senior staff*

Most LAs encountered some difficulties engaging with senior staff and had to work hard at this to be successful. Interviewees noted that schools have limited training resources and competing priorities and EAL is not always seen as a high priority, especially in schools with isolated learners. A number of LAs noted that a lack of commitment from senior school management limits what training other staff can achieve. Examples quoted included the setting up of events for senior staff to which TAs were then sent as substitutes for headteachers or senior managers.

Some LAs find it difficult to feed into headteacher/senior leader programmes/meetings and agendas. Others are able to do one-off training on new initiatives or to get regular slots in headteacher meetings/conferences. One has found another route, through the training provided for the advisory group looking at school improvement. Another LA has a new 5-day course for school leaders but recruitment is very poor and they doubt it will run.

*Non classroom-based support staff*

Two LAs reported EAL training for this group of staff. In one, EAL specialists undertake training for 'family-facing' staff.

# 2. Types and arrangements for training

*Generic 'diversity'-type courses*

Most LAs deliver 'diversity' and other similar training of which EAL is a minor part. Some EAL-tagged inputs to courses are merely information giving, for example, where you can find the EAL service and what it does.

*In-school support*

A great deal of training goes on in schools. This type of training was rarely reflected in LA survey returns. In most cases this does not appear to be strategic and practice varies. In some LAs, schools are allocated a certain amount of support depending on whether they are identified as 'core schools' with substantial numbers of EAL learners, or isolated schools with only a few EAL learners. Other LAs provide in-school training when schools request this. One LA feels in-school support is more effective than external course models because schools have identified a need and are therefore committed to making a difference by meeting that need. Some LAs impose conditions on this type of in-school training. For example, schools in one LA must commit to at least two sessions. In some LAs schools get what they ask for, in others there is negotiation because '*what they think they need is not always what they actually need'*. Some LAs undertake an audit before providing bespoke training to meet that need.

Some LAs also work in schools that have been identified as having particular needs. These may have been identified through a poor Ofsted inspection reports. In others, EAL needs of schools are identified through schools' 'single conversations' with the authority or through the use of the NS self-audit. This is especially likely to be the case where schools give cause for concern.

One of the difficulties identified by LAs that offer mostly 'in-school training' is that there can often be little or no development following the training. For example, the same training is repeated in subsequent years because of staff turnover. School-based training is also often partial, with only some staff benefiting. Some LAs are moving away from individual schools to work only with clusters/learning communities. This will also affect the way their networks are configured.

*Networks*

'Networks' or 'communities of practice' are increasingly popular and are perceived as effective, offering a mixture of debate, training, updating, networking and mutual support. These communities appear to be relatively successful and well-supported training vehicles, particularly when held for different groups of practitioners (TA/teachers/coordinators, and sometimes a combination) or around particular interests (e.g. new arrivals, Catholic schools, particular subjects). Some networks are heavily LA led but some LAs are encouraging participants to be more autonomous, for example by deciding content and leading sessions.

Because networks tend to attract enthusiasts, attendance is strong at both daytime and twilight sessions. Another factor to be considered is that the content, which is often locally determined on a relatively short-term basis by participants, is more likely to be seen to be addressing participants' needs. The drawback is that this may then be quite superficial and piecemeal. Where there is high level of staff turnover and competing demands on resources, networks may not have the capacity to contribute to medium-to-long term strategic development.

Networks for senior (non-EAL specialist) managers appear to have been the least successful. Some LAs offer, or are planning to offer these regionally within LAs, as different areas have different needs and priorities. One LA uses its network meetings to train its EAL coordinators and in-school support is linked to this network training. One authority is setting up virtual network online to avoid the difficulties associated with participants travelling long distances for relatively short meetings.

*Practitioner-led*

One reason given for poor recruitment of secondary staff on courses was that some secondary schools are getting very good at training their own staff and no longer see it as the responsibility of a peripatetic service. Although this type of training was unlikely to be captured in this audit, one secondary school in a London LA did submit details of this type of 'in-school' training. One physically large LA is trying to set up a system whereby 'leading EAL teachers'

support colleagues locally. The aim is to ensure schools become more self-supportive but with a continued service oversight or quality assurance role. In another LA, EMA staff in secondary schools deliver induction training for new staff in their schools. 'Leading teacher' led training is being encouraged by NS initiatives and appears to be beginning to take off in some LAs. What is unclear, however, is how such teachers are identified, and how the quality of their training is monitored. Variability in the quality of local EAL consultants was identified as being a major barrier in some schools to the success of the NS sponsored 'Bilingual Learners' training (DfES, 2006).

# 3. Constraints on recruitment and provision

A number of authorities noted that attracting people to traditional taught courses seems to be increasingly difficult. Responses to this difficulty have included: varying programme according to need; or more tailored options such as in-school training or training through networks or communities. Some authorities have looked at less traditional models in order to increase participation. For example, one LA runs in-school projects that are then disseminated through training sessions with high levels of practitioner involvement. These sessions are also open to teachers from neighbouring authorities. Similarly, in one LA which is a regional NS EAL 'hub', a group of practitioners is investigating language in maths as part of an action-research project and the authority has plans to disseminate these findings more widely. Another interviewee noted that they are collaborating with a group of other LAs in a consortium to pool their training resources more strategically. One rural authority has bought in a distance learning package and supplemented this with specialist support from the service.

In line with the findings of the survey, courses are popular (and therefore can be run economically) for high profile or 'emergency' issues such as newly arrived EAL learners, but LAs noted that it was sometimes a struggle to get more than a few people to look at EAL issues in more depth. As noted above, LAs felt that it was particularly difficult to attract heads/senior leaders to training.

Respondents noted that while there was often a poor take-up of twilight courses, due to participant reluctance to give up time after school, it was often difficult to get teachers released during school hours, especially in secondary settings. As a result, short one-off courses were often quite poorly attended. One LA reported secondary courses being cancelled on a regular basis because they failed to recruit sufficient numbers. This respondent is therefore working closely with colleagues working in NS school improvement teams to address this. In some cases, respondents felt that the low take up of training (and therefore understanding of EAL issues) could be remedied by more effective or targeted in-school training. A number of LAs commented that it was '*always the same schools or the same teachers who come to the training'*

Making staff aware of training was also cited as an issue in low take up of training. Not all LA teams had a web presence in which information concerning training was available. In some LAs, training information was only available online and these LAs experienced difficulties in ensuring that schools were aware of and gained access to this information.

# 4. General policy and demographic factors

*Links with NS and location of EAL specialist teams*

Attitudes to 'Aiming High' initiatives and encouragement to work more closely with 'mainstream' school improvement advisers or local NS literacy and numeracy specialists were mixed. Some LAs had found it a huge advantage. Where services had been moved from 'diversity' into 'school improvement', some LA respondents felt this had given the EAL service a new status and higher profile, thus allowing opportunities for creative and new ways of working. These included joint working with subject staff to provide an EAL dimension when looking at school improvement in, as noted above, English or maths.

Some LAs found it useful to some extent. Several LAs attend NS hub meetings. Sometimes these appeared to function as mechanisms for updating LAs on new central initiatives. One LA hub noted that meetings also involved a training element across LAs. Some LAs talked about the benefits of such training. Many LA courses were said to incorporate NS materials and one LA noted that that information from hub meetings was used to identify areas for

training. This had sometimes resulted in training for heads. Other LAs that attended hub meetings did so only to keep up to date and felt that they have had no effect at all on training. One LA expressed a frustration that they were continually excluded from involvement in NS pilots because the number of EAL learners is too low.

Some LAs thought that being located in school improvement was a benefit because it gave them '*mainstream status*' and enabled them to work more closely with other school improvement advisers. Others felt it was a disadvantage because if schools had 'done' school improvement, they also thought they had 'done' EAL.

One LA is not located in school improvement but would like to be. They argued that '*The EMA team would like to be part of school improvement because then we could go into schools, do an EAL audit and plan tailored support to schools based on that and then review its effectiveness with schools. In fact, what usually happens at the moment is schools do their 'single conversation' self-evaluation and plan their CPD priorities. These do not usually include EAL because EAL is not part of the school improvement consciousness.*' This authority is addressing this by teaming up with NS school improvement colleagues for particular initiatives.

### Population of pupils

English language support services have traditionally operated in major population centres but now more and more schools are getting small numbers of EAL learners. LAs felt that the effect of this is often more short-term EAL support, especially around new arrivals. The shifting demographic changes were said by two LAs to have meant that there was less interest in/take up of training about more advanced learners in favour of 'new arrival' training. Where LAs had traditionally had a high number of EAL learners, this was felt to have had less impact.

### Changing role/status of EAL coordinator

It was reported that, in many schools, the EAL coordinator role is incorporated into the inclusion coordinator/SENCO role. This has affected demand for EAL coordinator training. Many teachers who coordinate EAL are near to retirement and, as noted above, LAs felt there was tendency is for their role to be taken by TAs with SMT oversight. One LA noted that teachers without QTS but with TEFL qualifications are increasingly taking the role of an EAL coordinator in schools. They felt this was inappropriate and that there was a real need for qualified teachers with an EAL background.

### Nature of the service

Since funding changes post 1999, LAs have been allowed to retain only 15 per cent of their EMA grant (or £150,000, whichever is the greater). This requirement to devolve 85 per cent of funding to schools means that some EAL teams now rely on having their services 'bought back' by schools. In others, the central holdback is insufficient to sustain a fully experienced central team. The effect of this is fewer centralised courses and more in-school support on demand from schools that have 'bought back services'. There is also the issue of having enough funding held centrally to sustain a reasonably sized central team with a range of expertise. One LA is overcoming this by working as part of a cross-authority consortium. This means that the same programme is available in each LA but the expertise of EAL teams within each is shared

In some LAs training is free (funded through the EMA grant central holdback). In other LAs, schools buy training. Some authorities offer discounted training to schools signing up for CPD packages.

# 5. Status, qualification and impact of training provision

### Accreditation

There is no consistency or pattern of accredited training but most training in those LAs interviewed is not accredited. This is in line with the survey results that only 12 % of training was accredited and previous research (e.g. Ofsted, 2002). There is some evidence that where training is accredited, not all those who attend the training do what is necessary to gain the accreditation and, as a result, do not gain the full value from the training provision.

Most LAs expressed some interest in accreditation but noted that:
- most provision is too short to accredit
- the process of accreditation can be very long and/or complicated
- the amount of work involved in accreditation process does not always justify the outcome
- accreditation was not appropriate until recently but now the new 'professionalised workforce' is making it more attractive
- there is evidence of demand as TAs are using EAL training as a credit within other accredited qualifications (probably NVQ or HLTA)
- the demands of the accrediting institution are not always relevant
- there is uncertainty about the level of take-up
- expense, and
- uncertainty about continued EMAG funding.

Not all interviewees who noted that their training was accredited were able to identify how much credit the training attracted, or at what level. This echoes the survey findings, which indicated that some staff were unclear about accreditation and some used accreditation to mean certification by another (non-awarding) body.

### Follow-up and impact measures

This was generally a weak area, in line with Ofsted findings (2002). The amount of monitoring and evaluation of impact is variable and, on the whole, quite limited. Some courses, especially if they have more than one session, ask participants to complete school-focused tasks to increase the impact of the training. Centrally run training sessions are often said to have limited or no follow-up in schools, which makes monitoring impact particularly difficult. One LA noted that they planned to rectify this within a new initiative.

There was little evidence from interviewees that the impact of training is monitored in any systematic way. One LA does monitor carefully, but this may be as a result of needing to be accountable for the training they buy in from a different provider. This lack of systematic monitoring makes it difficult to provide training that encourages development. Some LAs recognised that what they were able to offer was rather superficial and only scratching the surface of what was needed. TA training in one LA was the only example provided where central training was structured and progressive.

LAs often do not collect useful data about training, for example, the spread of schools/teachers attending training, which schools have trained TAs etc. Some collect data but do not have it in a readily useable form. One LA has tried to increase impact by ensuring training always includes school improvement-focued tasks.

A few LAs recognised their lack of data as a weakness and some said it was something they would need to do more carefully in the future.

## 6. Gaps and issues

Apart from accredited and/or enhanced EAL coordinator training, there was relatively limited agreement across LAs on the gaps in their present training offers. The gaps appeared to be largely dependent on what local arrangements were allowing EAL teams to achieve currently. Their responses clearly indicated that they identified the need for differentiated training, not just for different staff groupings but also for staff at different stages in their careers and in different roles. Respondents identified the gaps in their current LA provision or in provision nationally as being:

### Senior managers
- formal training for senior managers that goes beyond information about the work of the LA EAL team

### Leading EAL teachers
- training for leading EAL teachers and potential leading EAL teachers

### EAL coordinators
- networks for EAL coordinators

- substantial funded accredited training for EAL coordinators

*Teachers*
- substantial accredited training for teachers – barriers are funding and recruitment
- training for teachers in years 2 and 3 of their careers
- training that goes beyond a superficial understanding of EAL for mainstream teachers

*NQTs*
- input into NQT induction programmes

*TAs*
- input into TA induction programme
- training for TAs re new arrivals
- training for experienced TAs at a higher level than currently offered, more substantial or accredited, to move them on from new arrivals

*Non classroom-based support staff*
- training for non classroom-based support staff

*Other*
- formal link to school improvement
- in-house provision
- portfolio approach to accreditation
- getting EAL synchronised with school improvement cycle
- skilling up the NS school improvement team so they know about EAL
- accreditation of network training
- systematic programme around new arrivals
- training for those working with advanced bilingual learners
- resource packs to address the needs of particular linguistic groups who are locally underachieving
- whole school training for schools where pupil performance is high, and
- more training for secondary schools or departments.


### Knowledge base of EAL

There was no mention in the interviews of substantive issues concerning what counts as EAL teaching.  While some respondents recognised they were '*only scratching at the surface*' of the issue, EAL appears to be understood as a settled practice.  This contrasts sharply with the lively and continuing debates in the teaching of other subjects within the National Curriculum.  For instance, in English, issues such as the teaching of phonics and genre form part of on-going professional discussions and have an impact on initial training and CPD activities. These 'subject content' discussions can be seen as signs of vitality in the professional knowledge base of the discipline concerned. This absence of mention of 'content' matters in EAL in England is a noteworthy observation because, in many education systems (e.g. different parts of Australia and United States), EAL is an innovative and dynamic discipline with debates and controversies in terms of teaching approaches and curriculum content.

### Information gaps

A final feature of both the survey and the follow up interviews was that there was a lack of shared knowledge. Follow up of the initial survey request to the LA CPD contact often revealed a lack of LA awareness about who was responsible for issues relating to EAL CPD within the LA. This was further emphasised during the follow up interviews where, on occasions, the researchers needed to speak to several different people in order to get a full picture of provision. A classic example was the lack of knowledge about what EAL content was included in those induction programmes not delivered by EAL staff.

There was a lack of shared information regarding national initiatives and processes. There seemed to be little awareness of the NVQ in Supporting Teaching and Learning in Schools Level 2 and Level 3 EAL/bilingual modules or

the TDA's guidance on interpreting the NOSTL in terms of bilingual or EAL learners. A number of authorities had no knowledge of relevant NS materials such as New Arrivals Excellence Programme (NAPE) materials. Few respondents had a clear idea of initiatives in other LAs, except where they were informally linked in a consortium.

# Other survey respondents

A variety of other organisations responded to the survey request. These included HEIs, schools, subject associations, individuals and private providers. Information from these surveys was used to supplement or illustrate findings where appropriate.

Teachers and TAs who completed the participants' surveys typically indicated that the training they attended was very useful. This is typified in this comment:

> *This* (accredited distance learning) *course was very interesting and rewarding. It gave me a sense of personal achievement and confidence in being able to discuss EAL matters with school-based staff. I learned a lot about both the theory and practice of teaching pupils for whom English is an additional language'.*

One respondent indicated the complexities of roles for TAs in this field and the difficulties in finding a QTS EAL specialist qualifications pathway:

> '*I am working with EMAS staff in the classroom and continuing to enhance my professional development. I am an EAL mentor supporting new arrivals and existing EAL children with their language development. I also promote parental involvement and have helped to set up ESOL at my school for parents and hold regular coffee mornings. I also promote Black History month and 'Language of the Term'. I have over 10 years experience of working with EAL children in inner-city xxx. I am used as the EMAG coordinator to some extent. I do have a BA in Education and a Foundation Degree in Early Years Education but do not have QTS. I am trying to network and want to extend my knowledge and qualifications in EAL.'*

Another teacher respondent commented on a non-accredited private provider day course in these terms.

> '*It would have been good if the above course was part of an accreditation scheme. The workshop leaders were good practitioners in their fields. Just a note that my role falls between two of your categories - I am Head of EAL in my school. The venue was a lovely and a rare treat and made you feel good, but not strictly necessary! Although being treated well does have a positive effect after the sometimes very emotional and demanding situations the pupils bring to us. Very important to me is that training in new government initiatives affecting EAL pupils should be provided at LEA level as this is not the case yet in xxxxx'.*

Other respondents included a secondary school that organises its own EAL school-based training for both new staff and for trainee teachers on placement. It described these in the following terms.

For new teachers:

> '*We have high numbers of EAL beginners in our school. We want as many teachers as possible to feel confident about understanding and meeting their needs in lessons with no EMA support. We also want as many teachers as possible to make early contact with EMA staff and to continue that contact in the future. We also encourage requests for bilingual resources at the training session. We keep it all very practical. Some of it is a bit predictable but it works very well. We start with a lesson in Bengali (or another language that the participants are unlikely to know). The first part makes no allowances for second language learners and the second part includes lots of effective EAL strategies. We then discuss how they felt, what works/doesn't work for new arrivals - bringing in some basic EAL theory and good practice. Finally we ask participants to work together with EAL teachers to begin to adapt some of their own resources for EAL beginners'.*

# HEI and FE providers of EAL CPD and vocational training

The audit investigated HEI and vocational provision accredited nationally through QAA or QCA, and other training accredited nationally by other accreditation bodies.

### HEI providers of EAL CPD

An on-line search was carried out of 93 HEIs for information regarding EAL training and professional development offered to teachers and other school staff. Details of all courses that appeared to be relevant were collated and the content examined in detail. Many institutions offered EdD and professional doctorate programmes, which could be a possible route for advanced professional development for individuals. However, as these are not designed specifically for EAL, they are not included in our quantitative data. A number of institutions indicated that they were planning to develop new courses in this area.

Accredited courses, which relate to EAL for teachers and other staff, are currently being offered by 27 HEIs. Courses include Advanced Certificate, Post Graduate Certificate, Post Graduate Diploma and M level. Courses are available as part time/full time options, taught/distance learning and at a variety of credit levels. In some courses, EAL or associated content was an optional module, sometimes developed in association with an LA. In others, all course content related to EAL, for example, on M-level courses such as 'Bilingualism in Education', 'TEAL', 'Culture, Language and Identity', 'Bilingual Learners in Urban Educational Settings' or 'Applied Linguistics'.  A number of postgraduate TESOL qualifications were included, where analysis of content indicated that there was significant overlap with the teaching situation in England.

Although most HEI course information was posted on the web, finer information concerning applicable courses was often difficult to track down. Firstly, courses were not consistently located within the department or school of education or similar. Secondly, once potential courses were located, it was not always clear whether the content was applicable to school teachers working with linguistically diverse pupils in England. Thirdly, courses taught or accredited through LA collaborations with HEIs were rarely included within the institutional course information made publicly available. A further barrier for potential participants was making sense of the varying credit and qualification levels.

Follow up discussions with a number of HEIs indicated that the participant numbers on applicable courses varied annually between 6 and 45. The average number of course participants was 19. A number of institutions indicated their intention to introduce accredited EAL CPD in 2009-2010 and others noted that they were reconsidering their provision in light of emerging developments in MTL qualifications.

### HEI and FE providers of EAL vocational training for teaching assistants

An on-line search was carried out for information regarding EAL training and professional development offered to other school staff. In addition, a number of LA survey respondents indicated a link to HEI and FE courses. In all, the TA offer of 30 institutions was examined. Details of all courses that appeared to be relevant were collated and the content examined in more detail. A number of institutions offered Foundation Degrees and HLTA training that could be personalised to include participants' interests. However, these were not designed specifically for EAL, and are not therefore included in our quantitative data. One HE Certificate in Ethnic Minority Learning Support was identified, one Professional Qualification for Teaching Assistants with an optional EAL module and two Foundation Degrees with optional EAL modules.  A number of FE institutions offered optional EAL units within NVQ NOS/NOSTL at Level 2 and 3.

In addition, the research team contacted two of the largest accrediting bodies for the NVQ NOS/NOSTL at Level 2 and 3 (City and Guilds and CACHE) to obtain further information on the number of students taking the optional bilingual pupil support modules at either level. One respondent provided the information outlined in Table 9 below. These figures indicate that this very new qualification is not yet attracting significant numbers of entrants, although these figures are expected to rise as the NOS STL framework and allied qualifications become more established.

**Table 9  Numbers of EAL relevant NOS/NOS STL NVQ awarded**

| | NOS NVQ for TAs - Level 3 Unit<br><br>Provide support for bilingual/multilingual pupils | NEW NOS STL NVQ - Supporting teaching and learning in schools | | | |
|---|---|---|---|---|---|
| | | Level 2 Unit - Contribute to supporting bilingual/multilingual pupils | Level 3 Unit Supporting bilingual/multilingual pupils | Level 3 Unit Supporting children and families through home visiting | Level 3 Unit Provide bilingual/multilingual support for teaching and learning |
| 04/05 | 3 | | | | |
| 05/06 | 69 | | | | |
| 06/07 | 47 | | | | |
| 07/08 | 89 | | 1 | | 3 |
| 08/09 | 22 | 1 | 5 | 2 | 1 |
| **Total** | **257** | **1** | **6** | **2** | **4** |

# Other providers active in EAL CPD and vocational training including private providers, national organisations and associations

Survey responses, field knowledge, email contact and a further web search was carried out to identify active 'other' providers of training related to EAL. This included an extensive web search, a request for information from professional and subject associations, contact with supply agencies etc.

In summary, there are only three currently active private providers of EAL training. Two of these offer day courses for teachers and TAs, run in venues country-wide. In addition one offers training for EAL coordinators and the other training related to NAEP materials. Both providers offer training that appears broadly similar to LA 'entry level' training for teachers or TAs with limited experience with bilingual learners. A third provider offers two online learning EAL modules, but the research team was given to understand that it was shortly due to withdraw its online training offer. Contact with two of these private providers failed to elicit the numbers of participating staff annually.

Survey responses, searches and contact with other organisations revealed that few national associations, organisations or bodies had embedded or discrete EAL professional development offers, although a number of 'niche' organisations exists. For example, no large national supply or recruitment agency could be found that offers explicit training relating to EAL for its teachers, but one small recruitment agency has developed a niche in providing suitably inducted staff.

## *National Strategies*

Discussions took place with NS personnel within the Ethnicity, Social Class and Gender Achievement (ESCGA) strand of the NS to triangulate and amplify findings from the initial phase of the audit. ESCGA is focused on PSA targets and raising attainment across the curriculum. There are a number of different programmes all at different stages. Some have EAL as their main focus, for others EAL is part of the content. Representatives of the NS provided the information below.

The aims of the programmes are to support school leadership teams to plan strategically to improve provision for BME learners and include enabling teachers to understand and apply EAL pedagogy and practice in order to accelerate progress and raise attainment of EAL learners. The pupil outcomes of this work contribute to the PSA targets 10 and 11.

### *Programmes:*

*Primary EAL –*

This programme began as a pilot with 21 programme and 45 associate LAs but is now a universal programme available to all LAs. It features an in-school training programme to develop teacher expertise in strategies for raising the attainment of advanced bilingual learners. Consultants follow up training with modelling and coaching to develop practice

NS have been engaged in developing and capturing effective strategies for developing the expertise and confidence of mainstream teachers in teaching EAL learners since December 2003.

The NS support work focusing on EAL in the following ways:

- NS programmes which involve direct work with LAs to enable LAs to support schools
- publication of CPD materials and support for LAs and schools in disseminating these
- network meetings for managers and consultants as well as schools to improve provision for EAL learners
- work with other NS programmes to incorporate messages and approaches which support EAL learners into mainstream development.

LAs have used the CPD materials to improve the EAL expertise of EMA teams, other LA teams and school staff. They have also used the materials to support EMA/EAL coordinators to develop their role.

*Secondary EAL – 12 LAs*

This programme is currently being piloted in 12 LAs. It focuses on KS3 to develop literacy, particularly writing across the curriculum by advanced learners of EAL. It works with LA teams and schools in developing talk and guided reading to support academic writing.

*New Arrivals Excellence Programme*

The focus of this is early stage learners of EAL. The programme will be integrated into the primary and secondary programmes so that they cover the whole continuum from new arrivals to advanced bilingual learners. The programme is available universally to LAs or schools. It is designed for delivery by LA experts directly to schools or mediated by LA to support non-experts in delivering the training. LAs are training school leaderships and EMA coordinators to use the materials with school staff.

*Other programmes*

The secondary Black Pupils Achievement Programme (BPAP), primary Black Children's Achievement Programme (BCAP), Minority Ethnic Achievement Programme (MEAP) (focusing on Pakistani, Bangladeshi, Somali and Turkish heritage pupils) and the cross-phase Gypsy, Roma Traveller Programme are also run by the ESCGA. EAL is one of the components of these programmes

## Participation

From 2003 – 2008, targeted work to develop and capture strategies for developing the expertise and confidence of LA managers, school leaders and teaching staff has been the focus. Regional advisers (RAs) have worked with programme LAs and LAs where underachievement of EAL learners is significant. In 2007, 46 LAs were supported directly by Primary EAL RAs, 12 by secondary EAL RAs, 25 by secondary BPAP RAs, 20 by Primary BCAP RAs and 17 by MEAP RAs. Many others were supported through hubs, consultant and manager network meetings. Network meetings are available for all LA EMA and NS managers and focus on strategic planning for developing EAL expertise across LAs to improve provision for EAL learners. As programmes become universal, from September 2008, all LAs will receive some direct support to improve LA provision for EAL learners

## Training for EAL consultants – primary

LA primary EAL consultants receive one day's national training per term and one day through regional hubs each term. The focus is on developing confidence and skills for working with leadership teams and improving quality of teaching and learning for EAL learners. The work focused on language development across the curriculum and development of speaking and listening, reading and writing. The emphasis in 2007-8 has been on mathematics because 2006/07 data showed the primary EAL programme was having some impact on English but not on mathematics or science (DSCF, 2007). This emphasis was reflected in a number of LA responses. Training aims to develop mathematics subject knowledge for EAL specialists so that they can support teachers more effectively. Consultants report that training helps them develop confidence and skills for school improvement and links their work to the NS priorities in their LA. Many LAs report that CPD for primary frameworks in LAs now includes EAL pedagogy and practice. Currently, over 90 LAs send over 120 EAL consultants to consultant training. In addition, consultants working on the BCAP have also been trained in using the EAL CPD materials

## Hubs

 In addition to 1:1 and universally available support the NS has developed a network of EAL hub authorities. These are 'professional learning communities' for sharing and developing EAL practice. Hub authorities are supported by RAs. All LAs can and do access hub activities.

## Other work

The NS rationale is trying to break down the divide between one service for EAL and one service for school improvement. NS recognise that meeting the needs of EAL learners requires strategic changes at LA and school level so that all LA teams have a shared understanding of effective practice and all staff can be equipped to meet the needs of learners. Alignment between LA teams so that schools receive cohesive advice, support and challenge for improving provision for EAL learners is promoted through LA briefings as well as CPD for LA advisory and

consultant teams. EAL consultants are supported to work on school improvement and supporting schools to meet the needs of EAL learners through national developments such as primary and secondary Frameworks. Hubs provide CPD on EAL to literacy and mathematics consultants. Primary and secondary (school improvement partners (SIPs) have been offered CPD on EAL and strategies for support and challenge to schools on progress and attainment of EAL learners through national and regional networks and LA CPD. LAs are supported in identifying leading teachers of EAL who then coach others in effective practice

All CPD materials include guidance for school leaders and an audit, which supports school to identify strengths as well as areas for development. The NAEP materials include a CPD module specifically aimed at leadership teams

NS have details of schools that received focused consultancy to develop EAL practice but do not have data where LAs have provided central CPD for EMA coordinators who would then use the CPD materials to develop practice. The tracking of the number of training packs and programme materials distributed nationally provides some indication of the use.

The NS measure the impact of their programmes in terms of improvements in attainment at the end of key stages in their schools. Data of is available for schools receiving focused consultancy from EAL specialists. It is however, difficult to disaggregate the impact in schools where EAL coordinators led the CPD as part of a range of initiatives

Although the primary EAL pilot programme has been evaluated externally (DfES, 2006, DCSF, 2007), once programmes become universal there is limited information available about the effectiveness of individual programmes, the response in schools to such programmes or how they can be improved. Work by ESCGA and other RAs in LAs includes discussion of the impact of the programmes on staff as well as pupil learning, and how impact can be improved

The criteria for appointing LA EAL consultants are the responsibility of the LA. There are no nationally agreed requirements. The NS EAL programme provide a model person specification and job description, and try to get consistency through the termly training they provide for consultants.

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