

Language, Literacy and Learning Teacher Development Course

A taught course with school-based and reading gap tasks, which gives participants the knowledge and skills they need to work with advanced bilingual learners in their school. The Language, Literacy and Learning course was developed for the UK curriculum and has also been adapted to meet the needs of international schools.

The Teacher Development course is suitable for EAL teachers from UK and International Primary and Secondary schools and is tailored to fit the needs of the age range taught. The course involves 14 hours of tutor input and guidance and approximately 14 hours of individual study and school-based activities. Delivery is by speaker, discussion and workshop activity. Participants will develop their understanding of how EAL learners learn and effective strategies for developing language and literacy through the curriculum. There will be opportunities to present aspects of the course to their peers in the sessions. Participants completing the course will receive a Language, Literacy and Learning CPD certificate from NASSEA.

Course Content

1. An introduction to language, literacy and learning
2. Language and the EAL learner
3. Scaffolding language development
4. Viewing strategies in the primary and secondary curriculum
5. Reading in the primary and secondary curriculum
6. Writing in the primary and secondary curriculum
7. Bringing it all together

The Professional Learning Leader course can be run cross-phase or can be specifically targeted at:

- Primary EAL Specialists
- Secondary EAL Specialists

The course authors

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Language, Literacy and Learning Course

Outline of course content:

Aims

The Language, Literacy and Learning course aims to:

- Develop teachers' understanding of the role of academic language and literacy across the curriculum
- Develop a shared metalanguage for talking about language development for teachers and pupils
- Develop teachers' knowledge of how EAL learners learn and how they can use strategies to promote this in the classroom
- Develop teachers' understanding of how to scaffold language, literacy and learning in their class or subject area to promote engagement and achievement
- Promote cross curricular approaches to developing the language, literacy and learning needs of bilingual pupils
- Support teachers to reflect critically on their own work and that of the school to develop effective strategies and environments for learning
- Promote teacher collaboration and partnership to support shared understanding and whole school approaches to developing language and literacy across the curriculum.



Overview of modules

Module 1

An introduction to language, literacy and learning

In this module, participants consider what being literate means and how teachers can support learners to overcome barriers to literacy.

- There is discussion about what learners and teachers need to know about language and how teachers' knowledge about their learners is crucial to informing decisions around this.
- They explore a selected model for teaching language and literacy and consider how it could be used in their school or organisation.

Module 2

Language and the EAL learner

Module 2 asks participants to consider what they think makes a good language learner and how languages are learned and acquired.

- The module explores some theories of language acquisition.
- It has a focus on the importance of maintaining first language development and how teachers can support it.
- Participants will also develop understanding of how we can support pupils to move towards more formal language use in the classroom.

Module 3

Scaffolding language and learning

Module 3 prompts participants to reflect on what supports successful EAL learning.

- There is a focus on how spoken language is learned and what is needed to be a good speaker and listener.
- Participants explore how to plan to move students' spoken language along the continuum.

They also look at how language development can be scaffolded and what we should include in talk activities to develop CALP.

Module 4

Viewing strategies in the primary and secondary curriculum

Module 4 asks what we mean by 'academic literacies' and what a text is.

- Participants investigate the resources we bring to a text to make meaning and how we interpret texts, images and symbols.
- There is a focus on developing pupils' critical faculties.
- Participants are asked to adapt example resources for use in their own classrooms.

Module 5

Reading in the primary and secondary curriculum

This module focuses on approaches to reading, the critical and social aspects of reading and the knowledge we need to be successful readers.

- Participants consider the implications of these for EAL learners.
- There is discussion on how to support EAL learners with reading and activities and resources to do this.

Module 6

Writing in the primary and secondary curriculum

This module asks what students' starting points are and what we are aiming for in writing across the curriculum.

- Participants explore what makes a good writer and the key challenges for EAL learners in developing academic writing.
- They consider how we can effectively scaffold EAL learners' development in academic writing and select good examples of this in practice.

Module 7

Putting it all in to practice

Participants review the key strategies they have explored through the course.

- They explore how these can be incorporated into planning for units of work and how teachers can plan for a challenging curriculum which is supportive of EAL learners.
- Participants present to colleagues an aspect of work they have developed during the course.

The cost of the Language, Literacy and Learning teacher course within your school will vary depending on timings and number of participants. Costs include course book, materials, postage and packing, tutor fees, marking and certificates.

Please contact NASSEA for further details and booking

consultancy@nassea.org.uk

<http://www.nassea.org.uk/language-literacy-and-learning/>

