

# Language, Literacy and Learning Professional Learning Leader Course

A 20-hour course, which gives participants the skills they need to deliver the Language, Literacy and Learning teacher development course in their school. The Language, Literacy and Learning course was initially developed for the UK curriculum and has been adapted to meet the needs of international schools.

The Professional Learning Leader course is suitable for EAL teachers from International Primary and Secondary schools and is tailored to fit the needs of the age range taught. The course involves 20 hours of tutor input and guidance. Delivery is by speaker, discussion and workshop activity. Participants will be given a thorough understanding of how to deliver the course and 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 Professional Learning Leader certificate and will be licensed by NASSEA to deliver the course in their school.

## 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 leaders

Melanie Griffin is a Head of Curriculum and Language Access Service in Bury, Greater Manchester, UK and a director of NASSEA. She has over 30 years' experience in the field of EAL as a teacher, senior leader and consultant.

Sofia Ali is a national and international speaker, coach and trainer, specialising in EAL and cross-curricular literacy. She has over 25 years' experience in the field of education as a teacher, advisor and consultant.

# Language, Literacy and Learning Course

Once participants have completed the Professional Learning Leader course, they are licensed to deliver the Language, Literacy and Learning teacher course in their school. The Language, Literacy and Learning teacher course is suitable for Primary and Secondary schools and is tailored to fit the needs of the age range taught. The course involves 14 hours of tutor input plus participant activities in the classroom and additional study. Delivery is by speaker, discussion and activity, with activities transferable to the classroom and reading and key learning materials provided. Participants successfully completing all taught sessions and gap tasks will receive a certificate of CPD.

What follows is an 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.
- Participants experience and reflect on a language lesson.
- 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.

Professional Learning Leaders delivering the course have ongoing support from NASSEA and can benefit from the experience of colleagues and examples from other international schools delivering the course.

The ongoing cost to deliver the Language, Literacy and Learning teacher course within your school is £75 per participant. This covers materials, postage and packing and access to online materials and information for the duration of the course. There is a two-year limit on the Professional Learning Leader licence so that if someone has done the Professional Learning Leader course but not delivered the course within 2 years, they would need to do the Professional Learning Leader course again to keep their licence. If there is a significant update of the course in the future, Professional Learning Leaders would also need to complete a refresher course. Prices may increase after 2021.

Contact NASSEA for further details and booking  
[consultancy@nassea.org.uk](mailto:consultancy@nassea.org.uk)

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

