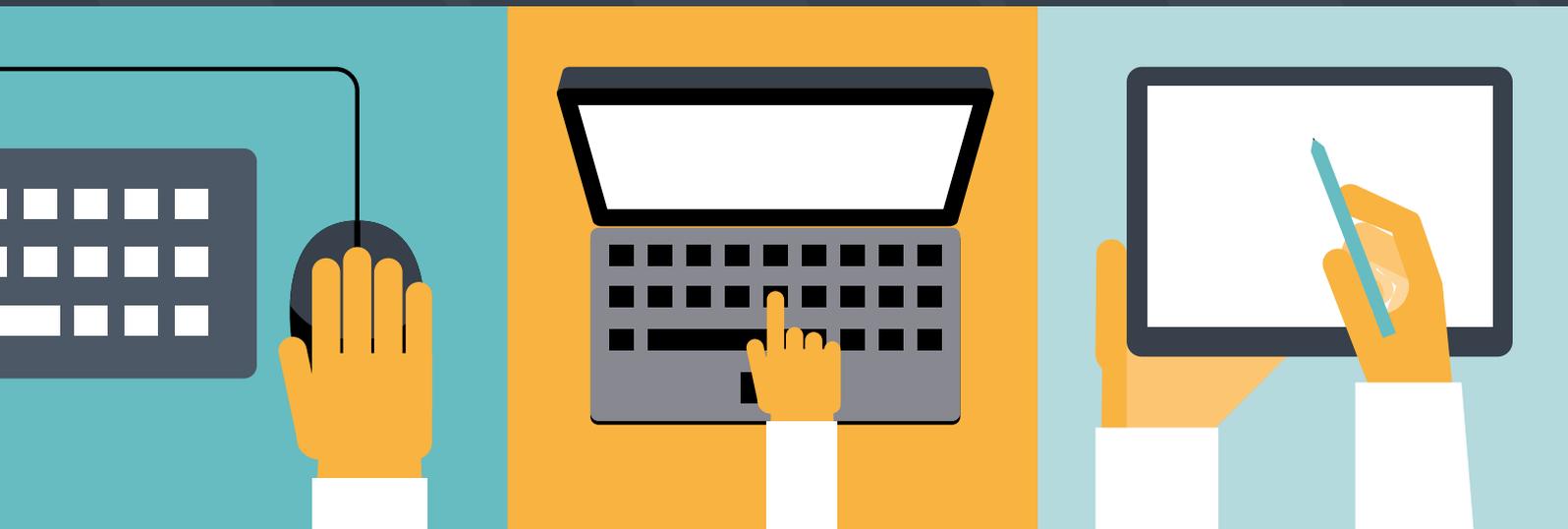**EMTAS EAL e-LEARNING**

A set of high-quality, cross-phase, interactive online training modules based around catering for the needs of learners of English as an Additional Language (EAL).

Hampshire
Services
EMTAS

The resource package offers:

EMTAS EAL e-LEARNING

A set of high-quality, cross-phase, interactive online training modules based around catering for the needs of learners of English as an Additional Language (EAL).

It is aimed at Governors, Teachers, HLTAs, TAs and Inclusion Managers with particular relevance for trainee teachers, NQTs and key workers recently appointed to the role of working directly with EAL learners.

There are 12 modules available and each one is highlighted in this flipbook.

The resources are best accessed via Google Chrome on PCs and also work well on tablet devices.

BENEFITS:

- The materials have been developed by specialist teachers of EAL in conjunction with senior leaders and class teachers based in local schools
- They contain a variety of interactive learning materials supported by text, images, podcasts and video
- There are assessable assets and free-form activities that enable learners to reflect on their current practice
- The materials can be visited at a learner's own pace and in their own time-frame
- The system records progress throughout each unit
- Completed units are certificated by the system and can form part of a learner's CPD

If you would like more information on this resource or wish to secure a license, please contact **emtas@hants.gov.uk**

Roles mapping for EAL e-Learning

e-Learning Unit	Governor	Senior Manager	SENDCo / INCo EALCo	UASC DT	YICo	Home - School Link	Class / Subject teacher	TA / LSA	Bilingual worker	Ancillary staff	NQT /Trainee teacher	Accredited courses
Introduction	x	x	x				x	x		x	x	x
Core principles	x	x	x	x			x	x		x	x	x
Working with parents		x	x	x	x	x	x	x	x	x	x	x
SEND:EAL Interface	o		x				o	x	x		x	x
Bilingualism			x		x				x		o	x
Teaching and Learning	x	x	x	x			x	x			x	x
Bilingual conferencing			x		x	x			x			
Culturally inclusive school	x	x	x		x		o	x	x	x	o	x
First language assessment			x		x	x		o	x			
Unaccompanied Asyllum Seeking Children (UASC)		x	x	x		x			x			
Role of EAL Co-ordinator		x	x									
Perspectives on multilingualism	o	o	x		o		o	o	x			x

SENDCo	Special Educational Need and Disability Coordinator	x	Essential
INCo	Inclusion Coordinator	o	Recommended
EALCo	English as an additional language Coordinator		
DT	Designated Teacher (for children in care)		
YICo	Young Interpreter Scheme Coordinator		
TA/LSA	Teaching Assistant / Learning Support Assistant		
NQT	Newly Qualified Teacher		
SEAL	Supporting EAL (TA training programme)		
TEAL	Teaching EAL (Masers level accredited programme)		
UASC	Unaccompanied Asylum Seeking Children		

Hampshire Services
EMTAS

Introduction to working with EAL learners

Interactive graph

Percentage of English **primary** school population defined as an ethnicity other than white British (WBRI) 2004 - 2019

2019

2004   2019

Now click the 'Secondary' radio button...

○ Primary   ○ Secondary
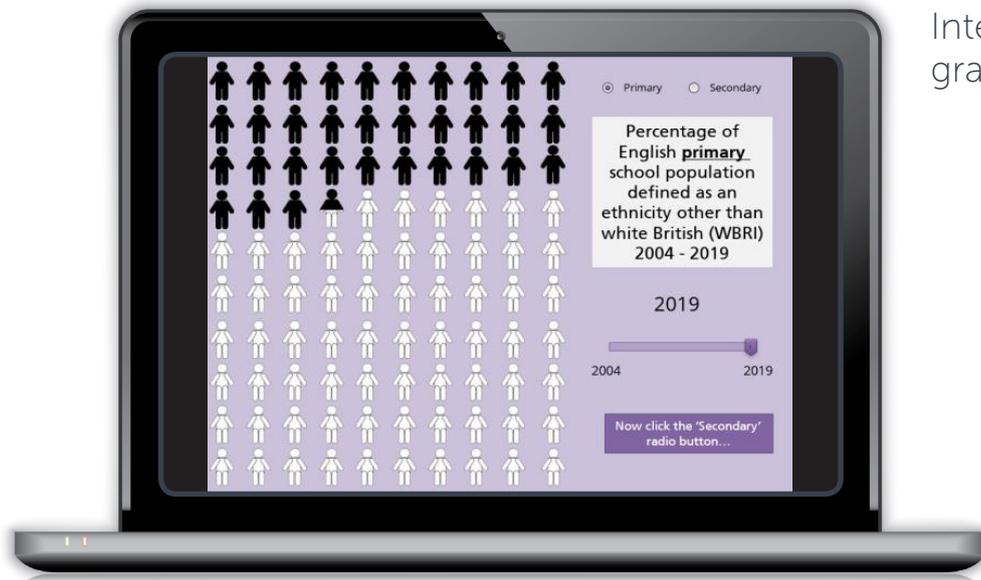
☑ BY THE END OF THIS UNIT YOU WILL:

- know some of the key terminology relating to this area of work in schools
- have a better understanding of the range of EAL learners in UK schools

🕐 APPROXIMATE TIME FOR COMPLETION:

20-25 minutes

👤 TARGET AUDIENCE:

This unit will be useful for senior leaders, governors, teachers and any staff working in a support/administrative capacity in the school. It is an essential unit for trainee teachers and those at an early stage in their teaching career.

📄 CONTENT AND ACTIVITIES:

- Through interactive graphs investigate trends in the Black and Minority Ethnic/ EAL school populations over time.
- Read about how the range of backgrounds and experiences of children and young people fall along a spectrum, making each and every learner unique and distinct from the next.
- Learn some key terminology through a drag and drop activity.

💻 RELATED UNIT(S):

Core principles of working with new arrivals

Core principles of working with new arrivals

Agree or Disagree podcasts

☑ BY THE END OF THIS UNIT YOU WILL:

- have considered some of the strengths and weaknesses of different types of assessment
- be able to make appropriate decisions about practice and provision for new arrivals

⏱ APPROXIMATE TIME FOR COMPLETION:

25-30 minutes

👤 TARGET AUDIENCE:

This unit will be useful for EAL coordinators, class teachers and LSAs/TAs. It is an essential unit for trainee teachers and those at an early stage in their teaching career.

📄 CONTENT AND ACTIVITIES:

- Investigate some of the more immediate needs of EAL learners through an interactive version of Maslow's Hierarchy of Need
- Discriminate between good and bad practice by listening to 8 podcasts in an Agree/Disagree quiz
- Undertake a school audit of practice and provision using an interactive ranking activity

🖥 RELATED UNIT(S):

Introduction to working with EAL learners

The SEND:EAL Interface

Interactive desktop

☑ BY THE END OF THIS UNIT YOU WILL KNOW:

- that EAL and SEND are distinct but some children can have both needs
- about the range of factors that should be considered before an effective judgement can be made
- where to go for additional guidance

🕐 APPROXIMATE TIME FOR COMPLETION:

45 minutes

👤 TARGET AUDIENCE:

This unit will be relevant for The SENDco, EAL coordinator and any other staff involved in the induction and assessment of new arrival EAL learners.

📄 CONTENT AND ACTIVITIES:

- Identify factors related to EAL and SEND through a set of interactive slides
- Explore SEND/EAL case studies at Year 1 and Year 11
- Make informed judgements about whether lack of pupil progress is related to EAL or SEND
- Identify next steps provision for children based on available evidence

🖥 RELATED UNIT(S):

First Language Assessment

Working with parents and the community

Interactive induction video

BY THE END OF THIS UNIT YOU WILL:

- be better prepared for new arrivals starting at your school
- have a clearer understanding of the range of linguistic and cultural factors pertaining to children and families from minority ethnic backgrounds

APPROXIMATE TIME FOR COMPLETION:

60 minutes

TARGET AUDIENCE:

This unit will be relevant for class teachers, TAs/LSAs, the EAL coordinator and any home-school link workers. It is particularly relevant for any trainee teachers and those at an early stage in their teaching career.

CONTENT AND ACTIVITIES:

- Access information slides about the range of linguistic and cultural factors that impact EAL learners and their families
- Watch good and bad parent induction sessions and make observations about each video clip
- Identify good and bad practice through 9 interactive photographs
- Undertake a 'diamond nine' drag and drop planning activity

RELATED UNIT(S):

Introduction to working with EAL Learners, The Culturally Inclusive School

Lesson in L1

☑ BY THE END OF THIS UNIT YOU WILL:

- have experienced a lesson taught in another language
- identified strategies and resources to meet the needs of new to English and beginner EAL learners

🕐 APPROXIMATE TIME FOR COMPLETION:

35 minutes

👤 TARGET AUDIENCE:

This unit will be relevant for all teachers, TAs/LSAs, The EAL coordinator and any senior managers/governors responsible for Inclusion/EAL work. This unit is particularly relevant for any trainee teachers and those at an early stage in their teaching career.

📄 CONTENT AND ACTIVITIES:

- Listen to a podcast of a lesson taught in L1
- Watch a video clip of the same segment
- Make notes of what you hear/see on each occasion
- View 11 interactive photographs to establish principles and practice around catering for the needs of EAL learners in the mainstream classroom

🖥 RELATED UNIT(S):

Core principles of working with new arrivals
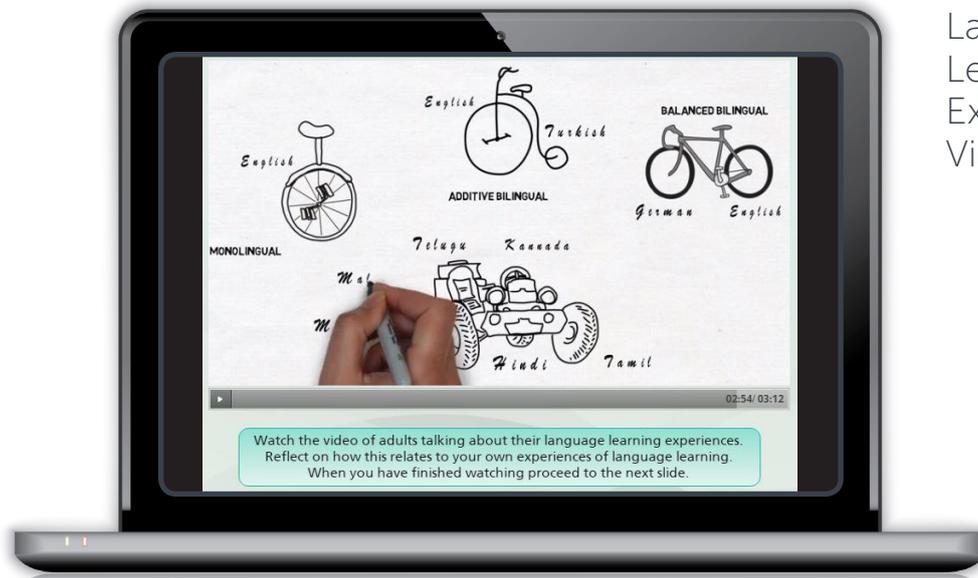
Language Learning Experience Videoscribe

Watch the video of adults talking about their language learning experiences. Reflect on how this relates to your own experiences of language learning. When you have finished watching proceed to the next slide.

☑ BY THE END OF THIS UNIT YOU WILL:

- have reflected on your own and other's language learning experience
- understand how first language learning and second language acquisition relate to each other
- have considered a number of theories around second language acquisition
- be aware of some of the life-long

🕐 APPROXIMATE TIME FOR COMPLETION: 45 minutes

👤 TARGET AUDIENCE:

Whilst useful for anyone working with EAL learners, it has particular resonance for the school SENDco, The EAL coordinator, teachers working towards EAL accreditation at Masters Level and trainee teachers undertaking EAL elective courses as part of their initial teacher training course.

📄 CONTENT AND ACTIVITIES:

- Watch a Videoscribe of adults talking about their own different language learning experiences. Reflect on how this marries with your own experiences.
- Try to identify pupils and/or staff working within your current context that match with different types of language learner.
- Learn about some different theories around language learning through watching 3 Videoscribes.
- Understand how literacy can transfer across languages by undertaking a drag and drop activity (primary or secondary phases).
- Find out some of the long-term educational, social and health benefits of bilingualism.
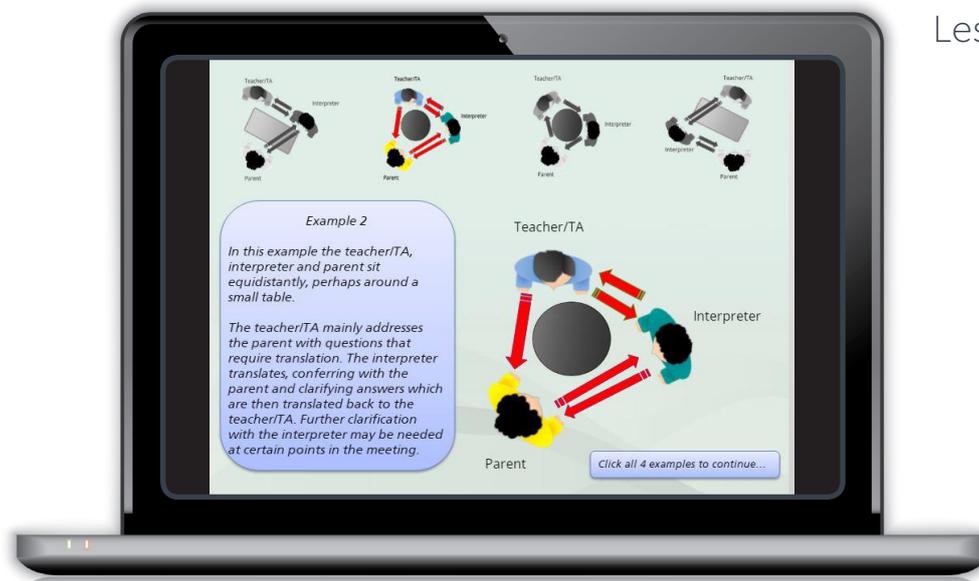
🖥 RELATED UNIT(S):

Adult bilingual conferencing

Setting up an adult bilingual conferencing meeting

Lesson in L1

BY THE END OF THIS UNIT YOU WILL:

- know how to prepare for and run a bilingual conferencing meeting using adult interpreters

APPROXIMATE TIME FOR COMPLETION:

25 minutes

TARGET AUDIENCE:

This unit will be useful for Senior Leaders, The SENDco, The EAL coordinator, Class teachers and home-school link workers.

CONTENT AND ACTIVITIES:

- Investigate different ways of organising a bilingual conference through an interactive diagram
- Watch videos of good and bad bilingual conferencing sessions and make written observations about each
- Develop a 'Dos and Don'ts' aide-mémoire through a drag and drop activity

RELATED UNIT(S):

Bilingualism 1, Working with parents and the community

Meeting the educational needs of an Unaccompanied Asylum Seeking Child (UASC) – An introduction

Case study video

Now watch this good practice case study video

00:00 / 04:45
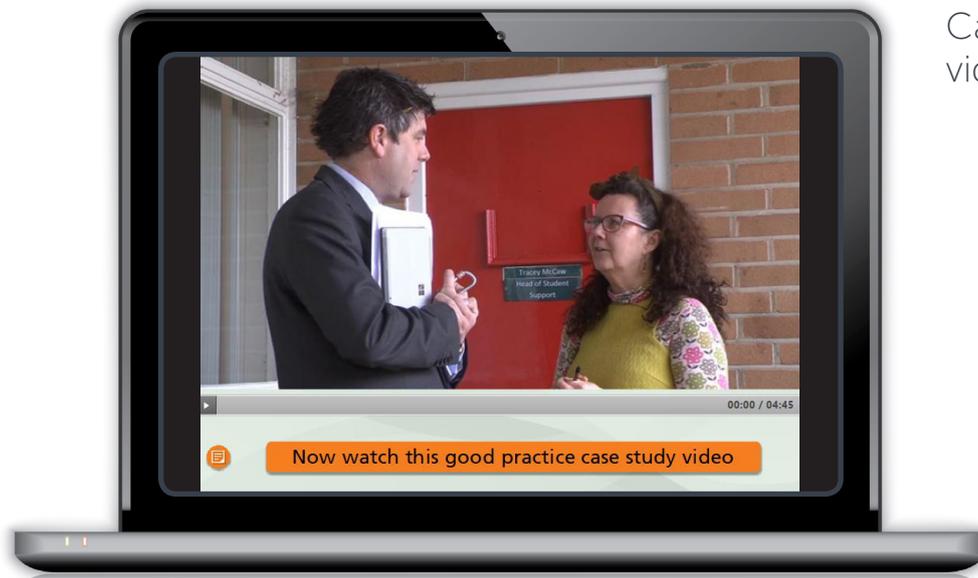
☑ BY THE END OF THIS UNIT YOU WILL:

- know what is an UASC
- appreciate some of the challenges confronting an UASC
- be able to identify appropriate support strategies for an UASC
- have a basic knowledge of how to complete a Personal Education Plan (PEP) for an UASC

🕐 APPROXIMATE TIME FOR COMPLETION: 30 minutes

👤 TARGET AUDIENCE:

This unit will be relevant for the Designated Teacher and The EAL Coordinator as well as class teachers who may have limited experience of working UASC.

📄 CONTENT AND ACTIVITIES:

- Access information slides about the range of factors that impact UASC
- Watch a good practice case study video
- Undertake a quick true/false quiz

🖥 RELATED UNIT(S):

Teaching and Learning 1

Culturally Inclusive School

Interactive school map

☑ BY THE END OF THIS UNIT YOU WILL:

- know what it means for a school to be culturally inclusive
- have experienced examples of how schools can enrich their curriculum and learning environment
- know how pupils can benefit from a 'rights respecting' approach to education
- have completed a simple audit of current provision and considered potential next steps

🕐 APPROXIMATE TIME FOR COMPLETION: 35 minutes

👤 TARGET AUDIENCE:

This unit will be relevant for all staff but particularly head teachers, governors and EAL coordinators.

📄 CONTENT AND ACTIVITIES:

- Explore how other schools promote cultural diversity by listening to podcasts revealed through an interactive school map
- Identify whole school approaches to practice and provision via information slides
- Audit current provision and identify next steps via an interactive planning tool

🖥 RELATED UNIT(S):

Working with parents and the community

First Language (L1) Assessment
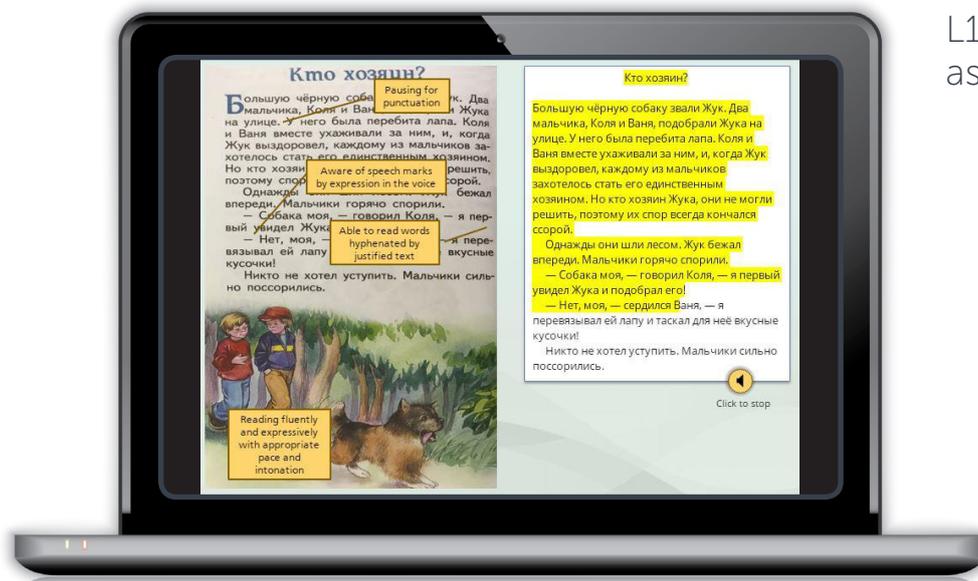
L1 reading assessment

☑ BY THE END OF THIS UNIT YOU WILL:

- understand the purpose of conducting a first language assessment
- see the process of a first language assessment conducted by a native Russian user
- identify approaches to L1 assessment that could be adopted by a non-native speaker
- find out where to find resources to support L1 assessment

🕐 APPROXIMATE TIME FOR COMPLETION: 45 minutes

👤 TARGET AUDIENCE:

This unit will be relevant for The SENDco, EAL coordinator and any other staff involved in the induction and assessment of new arrival EAL learners.

📄 CONTENT AND ACTIVITIES:

- Watch videos of L1 speaking/listening, reading and writing assessments
- Listen to a child read from a Russian text and make judgements about reading proficiency as a non-Russian speaker
- Analyse a sample of writing in Russian and make judgements about writing proficiency as a non-Russian user
- Using observation, make judgements about age-appropriate use of L1 for a target EAL learner
- Identify tips and resources for conducting an L1 assessment as a non-native user of the target language

🖵 RELATED UNIT(S):

Bilingualism

The role of EAL Co-ordinator

Climbing the EAL cliff: an EAL co-ordinator's journey

Interactive chart (podcasts)

☑ BY THE END OF THIS UNIT YOU WILL HAVE:

- learned about the multifaceted nature of the role of EAL Co-ordinator
- found out how you can best perform your role in collaboration with other practitioners in your school
- made a start on a development plan

🕐 APPROXIMATE TIME FOR COMPLETION:

40 minutes

👤 TARGET AUDIENCE:

This unit is particularly relevant to the member of staff who oversees practice and provision for BME and EAL learners, especially those new to the role.

📄 CONTENT AND ACTIVITIES:

- Access information around the key areas for development in the role of an EAL coordinator
- Listen to a series of podcasts about the journey taken by a member of staff in their new role as EAL Coordinator
- Identify key roles and responsibilities with the school
- Create a development plan using an interactive drag and drop activity

🖥 RELATED UNIT(S):

All other EAL E Learning units

Perspectives on multilingualism – schools, children and families
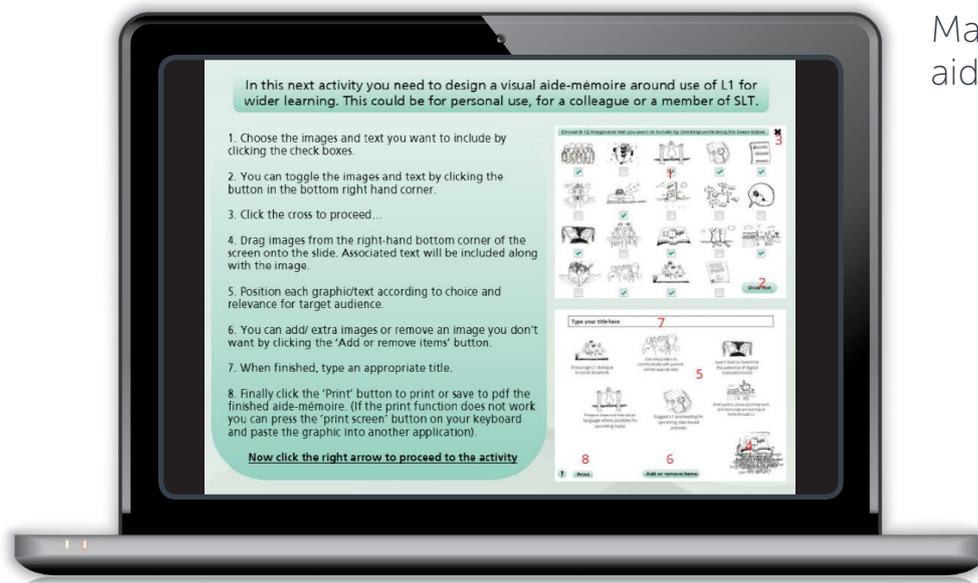
Make a visual aide-mémoire

BY THE END OF THIS UNIT YOU WILL HAVE:

- have reflected on personal experiences of multilingual practice in a specific working context
- considered typical questions related to use of languages for learning within the school, home and wider community
- explored case studies showing how to capitalise more effectively on the multilingual proficiencies of children, parents and other adults within the whole school community

APPROXIMATE TIME FOR COMPLETION: 40-45 minutes

TARGET AUDIENCE:

This unit will be relevant for The EAL coordinator, Bilingual assistants and teachers/teaching assistants.

CONTENT AND ACTIVITIES:

- Reflect on personal experiences by watching a Videoscribe about use of first language in the school, home and wider community
- Tackle a range of complex questions related to use of first language in the school, home and wider community
- Consider best practice by viewing cross-phase case studies
- Design a visual aide-mémoire around use of first language for teaching and learning

RELATED UNIT(S):

Bilingualism, First language (L1) Assessment, Culturally Inclusive School

Question and Answer scenario cards

A SERIES OF 101 DIFFERENT SCENARIOS SET WITHIN DIFFERENT EDUCATIONAL PHASES. TOPICS COVERED INCLUDE:

- working with EAL learners – Management, Bilingualism, SEND:EAL, Assessment, Working with parents etc.
- supporting GRT communities
- race equality
- intercultural aspects

TARGET AUDIENCE:

This unit will be relevant for any staff working with children and young people from black and minority ethnic backgrounds as well as those learning EAL. It is particularly relevant for any trainee teachers and those at an early stage in their teaching career.

CONTENT AND ACTIVITIES:

- Browse the cards, which are grouped into different topics, to investigate different scenarios – access the scenario itself, suggested solutions and links/ resources.
- The cards can be browsed via the 'next' and 'previous' buttons as well as using the side menu.
- The cards can also be filtered by using a keyword search. The search facility picks up any words within the scenario itself, the solution and/or the links/resources section.
- Once a search has been completed, click the 'Clear and return to menu' button to revert back to an unsorted pack of scenario cards.

RELATED UNIT(S):

All EAL E Learning units

Ethnic Minority and Traveller Achievement Service | Hampshire County Council

Ethnic Minority and Traveller Achievement Service (EMTAS) works with children, families and schools on all aspects of practice, offering traveller services to pupils from Gypsy, Roma, Traveller communities; Ethnic minority services to Black and Minority Ethnic groups and help pupils learning English as an Additional Language (EAL).

www.hants.gov.uk/educationandlearning/emtas
🐦 @HampshireEMTAS