**Primary Curriculum Map: English as an Additional Language (EAL) PGCE**

***Introductory Phase***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture 1**  **1 hours** | Introduction to EAL  Students will understand the term EAL.  Explore language acquisition.  Recognise that EAL practice is quality first teaching. | LT 2:6, LT4:1, LT7:1, | LH1a, LH2a, LH3i, LH5b | BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  CONTEH J.2023 *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools*.  CUMMINS. J.2000 *Language, power and pedagogy: bilingual children in the crossfire.* Clevedon: Multilingual Matters  NALDIC: The National Subject Association for EAL <https://naldic.org.uk/>  Bilingual Language acquisition. | Interactive activity during lecture to explore thinking and facilitate discussion.  Partner discussion and reflection |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, across subjects.  **Planning:** Observe how expert colleagues break tasks down into constituent components across subjects.  **Teaching:** Rehearse and refine particular approaches across subjects for a group/whole class. Deliver whole class ITaP.  **Assessment:** Check engagement and understanding  **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Students will know, observe and recognise strategies to support children with EAL.  Students can understand and begin to recognise adaptive teaching approaches and impact on classroom practice.  Students can discuss techniques and strategies with expert colleagues. | LT2:1, LT4:1, LT4:10, LT4:7 | LH4a LH4b LH4p LH8n | BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  Core Content Framework 2019  GLAZZARD AND GREEN 2022 Learning to be a primary teacher: core knowledge and understanding. | Mentor discussion  Lesson Observations  Link Tutor observation and feedback  Trainees will reflect on current school practice. They will seek experienced staff to discuss best practice and procedure. |

***PGCE Development Phase***

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, across subjects throughout school.  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects. Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching:** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Students will know, observe and recognise specific adaptive teaching to meet the needs of all learners.  Understand and develop different approaches during planning to meet the needs of all learners.  Students can recognise and develop an understanding of assessment and assessment tools | LT2:1,  LT4:9,  LT4:3,  LT5:2,  LT6:7 | LH3h,  LH5n,  LH6c | MIKE GERSHON, 2022. *EAL Toolkit* [online] Available <https://mikegershon.com/download/eal-toolkit/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  Core Content Framework 2019 | Exemplar Visit reflection.  Weekly Development Summary  Lesson Observations  Link Tutor feedback and discussion |

***PGCE Consolidation Phase***

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:** Plan a sequence of lessons in all core and foundation subjects.  **Teaching:** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:** Discuss with expert colleagues, summative assessment, reporting and how data is used.  **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Students know the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010). Understand which activities that are context embedded and cognitively demanding for children with EAL. Can identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | LT1:5,  LT6:1,  LT6:4,  LT6:5 | LH2s,  LH2b,  LH2c | BAKER. C. AND WRIGHT. W.E., *2021 Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.  NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.  <https://www.nassea.org.uk/>  SHIN. S. J., 2017 *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge. | Weekly Development Summary.  Mentor discussion.  Lesson Observations.  Link Tutor feedback. |