

Entry requirements and application procedure

The closing date for applications for the academic year 2005-06 is **16th September 2005**.

For full details of entry requirements and current fees, please contact:

Registry
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fax 020 7612 6097
email fpd.enquiries@ioe.ac.uk
website www.ioe.ac.uk

The total cost will be £1,506 for those taking the course at the Institute of Education.

Payment of the course fee is possible through various methods of payment, including instalments.

Further information

For more information about the course, you are welcome to contact:

Dr Catherine Wallace 020 7612 6536
Culture, Language and Communication
c.wallace@ioe.ac.uk

Jannis Abley 020 8553 4511
Ethnic Minority Advisory Team, Redbridge LEA
jannis.abley@redbridge.gov.uk

Course Administrator 020 7612 6531
Culture, Language and Communication
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POSTGRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE



**A new professional course for teachers
of English as an additional language
leading to a Master's level qualification**

supported by

department for

education and skills

From October 2004, the Institute of Education, in partnership with Redbridge LEA, is offering this new course, under the auspices of the Department for Education and Skills, which is specifically designed to meet the professional needs of teachers who are teaching bilingual learners in schools. The course will be offered at two sites, the Institute of Education in central London, and Redbridge Teachers' Centre, and will run part time over one year.

It will lead to a new qualification, a Postgraduate Certificate in the Teaching of EAL at Master's level. The option of using the credits obtained to continue your studies towards a Postgraduate Diploma or Master's Degree award will also be available for suitably qualified candidates.

Who is this course for?

This course will be of interest to anyone teaching in a mainstream primary or secondary school, has a management role, or is a Minority Ethnic Achievement coordinator in their school. Applicants will have a degree, qualified teacher status (QTS), and at least three years' teaching experience.

Who teaches on the course?

The course leader is Dr Catherine Wallace, Senior Lecturer at the Institute of Education. Jannis Abley (Deputy Manager, Ethnic Minority Advisory Team) will lead on the Redbridge strand of the course. They will be supported by a course team consisting of professional teacher trainers with many years' experience in the field.

What does the course consist of?

- Three taught modules, one per term. These will run on selected Thursdays – four full days at the IoE, or eight half days at Redbridge. Places in Redbridge may be available to teachers from neighbouring LEAs, however if the course is oversubscribed, priority will be given to teachers teaching in Redbridge schools.
- School visits by course tutors in the Autumn and Summer terms: the first visit will be developmental, the second will centre around the observation of classroom strategies and the use of specified materials. Tutors will be assigned to participants as soon as they are enrolled on the course, and will act as mentors for the whole year.

The taught part of the course consists of three modules which progress from a focus on the learner, to a focus on classroom strategies to support the learner, to a focus on the overall school environment. The first module provides a foundation of knowledge about language and language development, the second applies this skill and knowledge to the classroom, with discussion of practical classroom strategies which support bilingual learners; the third module addresses the role of the EAL teacher within the context of the whole school.

Assessment Requirements

The course will require each participant to produce a course assessment which will include a portfolio of work, a case study, an action research assignment and evidence of effective classroom practice through two lesson observations.

MODULE ONE: The language development of bilingual learners (H-level*)

Aims to develop these areas of professional knowledge and skills:

- knowledge about the nature, system and functions of language, relevant to the needs of teachers of EAL learners
- understanding of the key principles of Second Language Acquisition as relevant to the needs of EAL learners
- knowledge of oracy and literacy development with reference to both emerging bilinguals and more proficient users of EAL
- describing and analysing the current language development of EAL learners
- ability to apply theories of second language development and learning to one's own classroom context

MODULE TWO: Effective practice: bilingual pedagogy and learning across the curriculum (M-level)

Aims to develop these areas of professional knowledge and skills:

- planning and undertaking interventions which reflect and make use of the cultural background and linguistic resources of students
- The role and importance of students' first languages in the development of their English and as a tool for learning
- knowledge and understanding of the school curriculum and its linguistic demands for students
- The ability to plan interventions and activities that give students with EAL access to the curriculum
- The development of classroom activities that develop the English language proficiency of students with EAL from basic communication skills to academic language proficiency

MODULE THREE: The professional role of the EAL teacher (M-level)

Aims to develop these areas of professional knowledge and skills:

- Knowledge of the different teaching roles and models of support for the EAL teacher and the ability to develop collaborative working relationships with mainstream colleagues, in particular through partnership teaching
- Understanding of the roles and responsibilities of others working with students with EAL in the school, LEAs and the community
- An understanding of principles of inclusion and race equality
- Making initial and ongoing assessments of the abilities and attainments of EAL students, including knowledge of ways of assessing EAL learners' first language proficiency
- The ability to contribute to school initiatives, policies and development plans to support the learning of EAL students
- Knowledge of the wide ranging role of an EAL teacher in relation to the EAL students and their families

** this module must be passed at A or B grade*