# Supporting ESOL learners within mainstream programmes: Designing and embedding a simple resource





These resources have been produced as a result of a grant awarded by LSIS. The grant was made available through the Skills for Life Support Programme in 2010. The resources have been developed by (managers and) practitioners. The contents should not be compared with commercially produced resources, although in many cases it may have comparable or better learning outcomes.

We advise that the 'Embedding ESOL within staff journey' resource is printed in A3 to increase text size appropriately.

Reference: visual model based on diagram created by Sara Whalley, Inspire2learn Ltd, 2005

## What you can do to help learners with language needs...

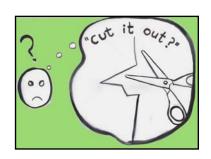


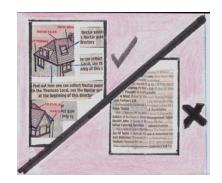
## Make instructions clear and simple

 Check learners' understanding of instructions and vocabulary Tip!
Write out instructions then delete unnecessary words.

## Avoid idioms or colloquial language

Differentiate by adapting language in handouts





### Include visual clues in course material

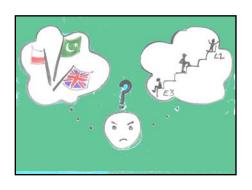
- Keep resources/board work/power points uncluttered
- Use images to reinforce meaning of text



### Pre-teach vocabulary

- Use a glossary
- Encourage learners to make their own vocabulary books





### Use a range of learner groups

- Buddy pairs (ESOL/non ESOL)
- ESOL learners together
- Random selection—names out of a hat
- Arrange by level

- Creation of an effective assessment tool within interview process
- Training for non-specialists in assessing standard of teaching to meet ESOL needs (or specialist to be on recruitment panel)
- Requirement of teaching staff to have at least L2 in English (and/or demonstration of competence within a classroom setting)
- Review individual job descriptions and person specifications
- Head of School Network agenda item

- Identify and report graded observation findings on meeting LLN needs
- Review and embed ESOL within Developmental Observations through cross college project 'Here for Learning'
- Themed reviews: Equality and Diversity
- QIG observation handbook to contain ESOL resource for observers
- Bespoke ESOL awareness training for nonspecialist observers

#### **Lesson Observation**

 Measure impact and review through: Lesson Observation Policy, Excellence in Teaching and Training Policy

- Revision of induction checklist (and/or probationary review) to include demonstration of competence to support LLN needs within the classroom
- New staff assigned suitable mentor
- Completion of induction programme -Stand Out Learning which includes use of ESOL hints and tips resource and completion of LLN interactive assessment

#### Induction

- Measure impact and review Probationary Period of Employment Guidelines, College Training and Development Plan
- Training and Development Steering Grout to monitor process
- Training for line managers on developing staff targets for LLN
- Signpost to ESOL resource and good practice champions
- Include ESOL within each School's Training and Development Plan and link to targets within Staff CPD Plans
- Teaching Professional Standards

#### **Appraisals**

 Measure impact and review through: Performance Management and Appraisal Policy

### **Embedding ESOL within the staff journey**

Operational

Strategic

- Awareness- raising through Staff Development Days, induction, planned workshops, Tutor and Senior Lecturer Networks
- Mentor and LLN coach to be trained and assigned to each non-specialist school
- Embed resource within delivery of DTI

#### **Staff Training (CPD)**

- Inclusion in College Staff Training and Development Plan
- Embed within Strategic Plan
- Include ESOL within each School's Quality Improvement Plan and EDIMs
- Collate and transfer good practice between schools
- Individual school improvement projects all Stand out practitioners promote differentiated aspects of ESOL resource
- Excellence Forum agenda item
- Learner voice to measure and track improvements in achievement and retention

#### **Teaching and Learning**

- Equality and Diversity Steering Group and EDIMs to monitor
- Embed within College Improvement Plan
- Include ESOL resource within 'Stand Out Learning'
- Excellence in Teaching and Training Policy

